

where is life taking you?



**South West
College**

Higher Education Student Handbook 2011-12

www.swc.ac.uk

September 2011

Dear Student

We hope you will find this Higher Education Handbook a useful source of information and a valuable supplement to your course Student Handbook for this academic year 2011/2012.

Please contact your Course Director if you have any queries or difficulties during your studies.

I sincerely hope that you will enjoy and benefit from your Higher Education studies in the South West College, and you will achieve your personal goals.

Yours sincerely

A handwritten signature in cursive script that reads "Malachy McAleer".

Malachy McAleer
Director

HIGHER EDUCATION HANDBOOK

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Academic Calendar 2011/2012 (University of Ulster)

Introductory period	Monday 19 September 2011 - Friday 23 September 2011
<u>Autumn Semester</u>	Monday 26 September 2011 – Friday 27 January 2012 (15 weeks) 12+(3)+3
Christmas vacation	Monday 19 December 2011 – Friday 6 January 2012
Examinations begin	Monday 9 January 2012
<u>Spring Semester</u>	Monday 30 January 2012 – Friday 1 June 2012 (16 weeks) 9+(2)+3+1+3
Easter vacation	Monday 2 April 2012 – Friday 13 April 2012 (Easter Sunday 8 April)
Revision week	Tuesday 8 May 2012 – Friday 11 May 2012
Examinations begin	Monday 14 May 2012
<u>Summer Semester (intensive)</u>	Monday 23 July 2012 – Friday 14 September 2012 (8 weeks) 6+2
Examinations begin	Monday 3 September 2012
Supplementary Examinations	Wednesday 15 August 2012 – Thursday 23 August 2012

Academic Calendar 2011/2012 (Queen's University Belfast)

Autumn Semester	Weeks 1–12	Teaching	Monday 26 September – Friday 16 December 2011
	3 weeks	Vacation	Monday 19 December 2011 – Friday 6 January 2012
	Weeks 13-15	Assessment	Monday 9 January – Tuesday 24 January 2012
	Inter-semester Break		Wednesday 25 January – Friday 27 January 2012
	Deadline for return of examination results		Tuesday 7 February 2012
Spring Semester	Weeks 1-11	Teaching	Monday 30 January – Friday 30 March 2012
	3 weeks	Vacation	Monday 2 April – Friday 20 April 2012
	Week 12	Teaching	Monday 23 April – Friday 11 May 2012
		Revision	Monday 14 May – Wednesday 16 May 2012
	Weeks 13-15	Assessment	Thursday 17 May – Saturday 2 June 2012
	Deadline for return of examination results		Thursday 21 June 2012
		Rag Day	23 March 2012
		Good Friday	6 April 2012
	Graduation	Week beginning 2 July 2012 (provisional)	

Higher Education Course Directors / Programme Administrator Details OMAGH CAMPUS 2011-2012

COURSE	COURSE DIRECTOR / PROGRAMME ADMINISTRATOR	CONTACT No.
Accounting Technicians Ireland Level 5 Diploma for Accounting Technicians	Siobhan Breen siobhan.breen@swc.ac.uk	0845 603 1881 Ext 5337
City & Guilds Level 4 Certificate in Advanced Automotive Diagnostic Techniques	Pat O'Hanlon / Joe Doherty pat.o'hanlon@swc.ac.uk joe.doherty@swc.ac.uk	0845 603 1881 Ext 5363 Ext 5354
City & Guilds Level 5 Higher Professional Diploma in Building Services	Joe Doherty Joe.doherty@swc.ac.uk	0845 603 1881 Ext 5354
Edexcel Higher National Certificate in Beauty Therapy Sciences	Susan Gallagher Susan.gallagher@swc.ac.uk	0845 603 1881 Ext 5301
Edexcel Higher National Certificate in Hair & Beauty Management	Susan Gallagher Susan.gallagher@swc.ac.uk	0845 603 1881 Ext 5301
Edexcel Higher National Certificate in Business	Avis Brunt Avis.brunt@swc.ac.uk	0845 603 1881 Ext 5714
Edexcel Higher National Diploma in Renewable Technology (Wind Turbine Technology)	Mark McGuigan Mark.mcguigan@swc.ac.uk	0845 603 1881 Ext 5234
Edexcel Higher National Diploma in Sport and Leisure Management (Health Fitness & Exercise)	Dawn Lawther Dawn.lawther@swc.ac.uk	0845 603 1881 Ext 5336
NOCN Level 4 Sustainable Design & Construction	Padraig McNamee Padraig.mcnamee@swc.ac.uk	0845 603 1881 Ext 5206
Queen's University Belfast Foundation Degree in Energy, Environmental and Sustainability	John Moore John.moore@swc.ac.uk	0845 603 1881 Ext 5351
Queen's University Belfast BA (Hons) Business and Management	Liam Curran liam.curran@swc.ac.uk	0845 603 1881 Ext 5311
Queen's University Belfast BA (Hons) Early Childhood Studies	Ann Fox Ann.fox@swc.ac.uk	0845 603 1881 Ext 5313
Queen's University Belfast Foundation Degree in Early Childhood Studies	Roisin McGrath roisin.mcgrath@swc.ac.uk	0845 603 1881 Ext 5318
University of Ulster Certificate in Counselling Studies	Claire Smithson Claire.smithson@swc.ac.uk	0845 603 1881 Ext 5710

University of Ulster Foundation Degree in Architectural Technology with Sustainable Design	John Moss john.moss@swc.ac.uk	0845 603 1881 Ext 5341
University of Ulster Foundation Degree in Civil Engineering and Transport	John Moss John.moss@swc.ac.uk	0845 603 1881 Ext 5341
University of Ulster Foundation Degree in Sustainable Construction	John Moss John.moss@swc.ac.uk	0845 603 1881 Ext 5341
University of Ulster Foundation Degree in Contemporary Design and Manufacture	Paul Duffy Paul.duffy@swc.ac.uk	0845 603 1881 Ext 5332
University of Ulster Foundation Degree in Counselling	Claire Smithson Claire.smithson@swc.ac.uk	0845 603 1881 Ext 5710
University of Ulster Foundation Degree in Creative Digital Technology	Larry Lowe Larry.lowe@swc.ac.uk	0845 603 1881 Ext 5378
University of Ulster Foundation Degree in Engineering with 2 Specialisms (Engineering Management and Manufacturing Engineering)	Padraig McNamee / Fergal Tuffy Padraig.mcnamee@swc.ac.uk Fergal.tuffy@swc.ac.uk	0845 603 1881 Ext 5206 Ext 5228/4223
University of Ulster Foundation Degree in Engineering with 3 Specialisms (Sustainability, Motor Sport and Industrial Electronics)	Padraig McNamee / Fergal Tuffy Padraig.mcnamee@swc.ac.uk Fergal.tuffy@swc.ac.uk	0845 603 1881 Ext 5206 Ext 5228/4223
University of Ulster Foundation Degree in Event Management (Cultural Arts & Leisure)	Angie O'Reilly-Colton Angela.O'ReillyColton@swc.ac.uk	0845 603 1881 Ext 5343
University of Ulster Foundation Degree in Event Management (Events Led Tourism)	Angie O'Reilly-Colton Angela.O'ReillyColton@swc.ac.uk	0845 603 1881 Ext 5343
University of Ulster Foundation Degree in Financial Services	Siobhan Breen Siobhan.breen@swc.ac.uk	0845 603 1881 Ext 5337
University of Ulster Foundation Degree in Computing	John Moss John.moss@swc.ac.uk	0845 603 1881 Ext 5341
University of Ulster Foundation Degree in Industrial Electronics (Electronics Option or Motorsport Technology option available)	Glenn Campbell / Mark McGuigan Glenn.campbell@swc.ac.uk Mark.mcguigan@swc.ac.uk	0845 603 1881 Ext 5234
University of Ulster Foundation Degree in Engineering Management/Manufacturing Engineering	Padraig McNamee / Fergal Tuffy Padraig.mcnamee@swc.ac.uk Fergal.tuffy@swc.ac.uk	0845 603 1881 Ext 5206 Ext 5228/4223

Higher Education Course Directors/Programme Administrator Details

ENNISKILLEN CAMPUS 2011-2012

COURSE	COURSE DIRECTOR / PROGRAMME ADMINISTRATOR	CONTACT No.
Accounting Technicians Ireland Level 5 Diploma for Accounting Technicians	Rhoda Farley Rhoda.Farley@swc.ac.uk	0845 603 1881 Ext 2587
City & Guilds Level 4 Certificate in Advanced Automotive Diagnostic Techniques	Pat O'Hanlon Pat.ohanlon@swc.ac.uk	0845 603 1881 Ext 5363
City & Guilds Level 4 Certificate in Further Education Teaching Stage 1	Colin Swift colin.swift@swc.ac.uk	0845 603 1881 Ext 2509
City & Guilds Level 5 Higher Professional Diploma in Building Services	Joe Doherty Joe.doherty@swc.ac.uk	0845 603 1881 Ext 5354
Edexcel Foundation Diploma in Art and Design	Clare McCarroll Clare.mccarroll@swc.ac.uk	0845 603 1881 Ext 2593
Edexcel Higher National Certificate in Beauty Therapy Sciences	Sharon Elliott sharon.elliott@swc.ac.uk	0845 603 1881 Ext 2504
Edexcel Higher National Diploma in Beauty Therapy Sciences	Sharon Elliott sharon.elliott@swc.ac.uk	0845 603 1881 Ext 2504
Edexcel Level 5 Higher National Diploma in Hair & Beauty Management	Olivia Donaghy olivia.donaghy@swc.ac.uk	0845 603 1881 Ext 2295
Edexcel Higher National Certificate in Business	Brendan McNulty brendan.mculty@swc.ac.uk	0845 603 1881 Ext 2585/2252
Edexcel Higher National Diploma in Business	Brendan McNulty brendan.mculty@swc.ac.uk	0845 603 1881 Ext 2585/2252
Edexcel Higher National Certificate/Diploma in Fine Art	Kate Sheridan Kate.sheridan@swc.ac.uk	0845 603 1881 Ext 2594
Edexcel Higher National Diploma in Health & Social Care	Michelle McCauley Michelle.mccauley@swc.ac.uk	0845 603 1881 Ext 2511
Edexcel Higher National Certificate in Health & Social Care	Sheila.Gribbin sheila.gribbin@swc.ac.uk	0845 603 1881 Ext 2514/2305
Edexcel Higher National Certificate in Manufacturing Engineering	Gareth Rooney Gareth.rooney@swc.ac.uk	0845 603 1881 Ext 2319

Edexcel Higher National Certificate in Building Services Engineering	Stephen Moss Stephen.moss@swc.ac.uk	0845 603 1881 Ext 5342
Edexcel Higher National Certificate in Sport and Leisure Management (Health & Fitness)	Jane McGinty Jane.mcginty@swc.ac.uk	0845 603 1881 Ext 2560
Edexcel Higher National Diploma in Sport and Leisure Management (Health & Fitness)	Jane McGinty Jane.mcginty@swc.ac.uk	0845 603 1881 Ext 2560
IAM Level 4 Diploma in Administrative Management	Clare Connolly clare.connolly@swc.ac.uk	0845 603 1881 Ext 2534
IAM Level 5 Advanced Diploma in Business & Administrative Management	Clare Connolly clare.connolly@swc.ac.uk	0845 603 1881 Ext 2534
IAM Level 5 Advanced Diploma in Administrative Management	Clare Connolly clare.connolly@swc.ac.uk	0845 603 1881 Ext 2534
ILM Level 5 Award in Leadership & Management Skills	Yvonne Megahey Yvonne.megahey@swc.ac.uk	0845 603 1881 Ext 2584
ITEC Certificate in Sports Massage	Arlene Brock Arlene.brock@swc.ac.uk	0845 603 1881 Ext 2610
NOCN Level 4 Sustainable Design & Construction	Stephen Moss Stephen.moss@swc.ac.uk	0845 603 1881 Ext 5342
OCR Level 4 Award in The Internal Quality Assurance of Assessment Process & Practice (Underpinning Knowledge)	Clare Connolly clare.connolly@swc.ac.uk	0845 603 1881 Ext 2534
Queen University Foundation Degree in Energy, Environment and Sustainability	John Moore John.moore@swc.ac.uk	0845 603 1881 Ext 5351
University of Ulster Access Diploma in Social Sciences & Humanities	Dominic Maguire Dominic.maguire@swc.ac.uk	0845 603 1881 Ext 2596
University of Ulster BSc Degree in Business Studies (including Link Year)	Camilla James Camilla.james@swc.ac.uk	0845 603 1881 Ext 2567
University of Ulster Certificate in Counselling Studies	Colin Swift colin.swift@swc.ac.uk	0845 603 1881 Ext 2509
University of Ulster Foundation Degree in Civil Engineering & Transport	Stephen Moss Stephen.moss@swc.ac.uk	0845 603 1881 Ext 5342
University of Ulster Foundation Degree in Computing	Gerry Kingston gerry.kingston@swc.ac.uk	0845 603 1881 Ext 2292

University of Ulster Foundation Degree in Sustainable Construction	Stephen Moss Stephen.moss@swc.ac.uk	0845 603 1881 Ext 5342
University of Ulster Foundation Degree in Creative Media Technologies	Kevin Mulveen Kevin.mulveen@swc.ac.uk	0845 603 1881 Ext 2554
University of Ulster Foundation Degree in Hospitality & Tourism Management	Briege McRory briege.mcrory@swc.ac.uk	0845 603 1881 Ext 2566
University of Ulster Foundation Degree in Business Leadership & Management	Yvonne Megahey Yvonne.megahey@swc.ac.uk	0845 603 1881 Ext 2584
University of Ulster Foundation Degree in Applied & Medical Science	Caroline Harker Caroline.harker@swc.ac.uk	0845 603 1881 Ext 2555

Higher Education Course Directors / Programme Administrator Details DUNGANNON CAMPUS 2011-2012

COURSE	COURSE DIRECTOR / PROGRAMME ADMINISTRATOR	CONTACT No.
Edexcel Higher National Diploma in Health & Social Care	Elizabeth Shackels Elizabeth.shackels@swc.ac.uk	0845 603 1881 Ext 3660
Edexcel BTEC Level 4 Higher National Certificate in Health & Social Care	Elizabeth Shackels Elizabeth.shackels@swc.ac.uk	0845 603 1881 Ext 3660
Edexcel BTEC Level 4 Higher National Certificate in Manufacturing Engineering	Alastair Booth Alastair.booth@swc.ac.uk	0845 603 1881 Ext 3610
Edexcel BTEC Level 4 Higher National Diploma in Business	Dermot Kennedy Dermot.kennedy@swc.ac.uk	0845 603 1881 Ext 3669
Accounting Technicians Ireland Level 5 Diploma for Accounting Technicians (Cookstown Campus also available)	Rose McMahon Rose.mcmahon@swc.ac.uk	0845 603 1881 Ext 3669
University of Ulster Access Diploma in Social Sciences	Alastair McCarley Alastair.mccarley@swc.ac.uk	0845 603 1881 Ext 3670
University of Ulster BSc (Hons) Health & Wellbeing	Aisling Kelly Aisling.kelly@swc.ac.uk	0845 603 1881 Ext 3301
University of Ulster BSc (Hons) Social Work	Bernadette Coggan Bernadette.coggan@swc.ac.uk	0845 603 1881 Ext 3313
University of Ulster Foundation Degree in Civil Engineering and Transport	William Smyth William.smyth@swc.ac.uk	0845 603 1881 Ext 3627
University of Ulster Foundation Degree in Computing	Sinead McGee Sinead.mcgee@swc.ac.uk	0845 603 1881 Ext 3469
University of Ulster Foundation Degree in Construction Engineering	William Smyth William.smyth@swc.ac.uk	0845 603 1881 Ext 3627
University of Ulster Foundation Degree in Performing Arts – Acting, Dance & Creative Technologies (COOKSTOWN CAMPUS)	Katrina Jones Katrina.jones@swc.ac.uk	0845 603 1881 Ext 4206
University of Ulster Certificate in Counselling Studies (Proposed)	Carmel Rooney Carmel.rooney@swc.ac.uk	0845 603 1881 Ext
University of Ulster Foundation Degree in Sustainable Construction	William Smyth William.smyth@swc.ac.uk	0845 603 1881 Ext 3627

VTCT Level 4 Certificate in Sports Therapy Massage	Rose McMahon Rose.mcmahon@swc.ac.uk	0845 603 1881 Ext 3669
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ABOUT SOUTH WEST COLLEGE

EQUALITY STATEMENT

South West College is committed to ensuring that everyone who comes in contact with the College is treated fairly and should not experience inequality, prejudice or discrimination on the grounds of age; gender; disability; marital status; family or dependent responsibility; nationality; race or ethnic group; religious belief; political opinion; or sexual orientation.

EQUALITY – YOUR VIEWS MATTER

Section 75 of the Northern Ireland Act 1998 requires all public authorities to have due regard to the desirability of promoting good relations. South West College has given a commitment to review policies to give better equality outcomes and would welcome consultation with students of the College.

The key stages are as follows:

- Preparing equality schemes
- Screening policies for impact assessment
- Conducting equality impact assessment
- Ongoing monitoring of impact, consultation and policy review

For further information contact: Mrs Eimear Rushe Tel: 0845 603 1881 Ext 3622

USEFUL CONTACT NUMBERS:

	DUNGANNON CAMPUS	ENNISKILLEN CAMPUS	OMAGH CAMPUS
Mainline number all Campuses	0845 603 1881	0845 603 1881	0845 603 1881
Careers Guidance	Ext 3691	Ext 2231	Ext 5225
Information / Admissions Office	Ext 3629	Ext 2237	Ext 5210
Examinations	Ext 3607	Ext 2212	Ext 5218
Student Learning & Support	Ext 3614	Ext 2225	Ext 5226
Training	Ext 3692	Ext 2072	Ext 5221
Textphone (For deaf & hearing impaired individuals)	Ext 3625	Ext 2278	Ext 5237

Disclaimer

At the time of print this Student Handbook is as up to date as possible, although please be aware that information changes from time to time. If you are in doubt please check the current position with a member of South West College staff or visit the College's website: www.swc.ac.uk
 This handbook can be viewed at: www.swc.ac.uk/studenthandbook.htm

Please Note

This brochure will be made available, on request, in alternative formats for those unable to access information in the standard format.

STUDENT CHARTER

South West College values each individual student and trainee and each one has the following rights:

- South West College will provide a friendly, welcoming atmosphere for all clients;
- South West College has an Equal Opportunities Policy. All students and trainees are entitled to enjoy and use all of the facilities that the College offers. Any mistreatment of an individual because of race, religion, gender, sexual orientation or disability will be treated as a disciplinary matter;
- Students are entitled to an induction programme, which introduces them to the College, and to their own particular programme;
- Students are entitled to have previous achievements and qualifications recognised and valued;
- Students are entitled to an individual learning plan;
- Students are entitled to know how they will learn and how they will be assessed and accredited;
- Students are entitled to assessment which is fair and unbiased;
- Students are entitled to be treated with respect by other students and by staff;
- Students are entitled to help and support with problems that are affecting their learning;
- Students are entitled to teaching of a standard that allows them the opportunity to achieve their particular aspirations.

In addition to rights, each student and trainees has responsibilities, to themselves, to their fellow students and to the College.

In order to fulfill a student's own potential, and in order to contribute to a hospitable environment for all:

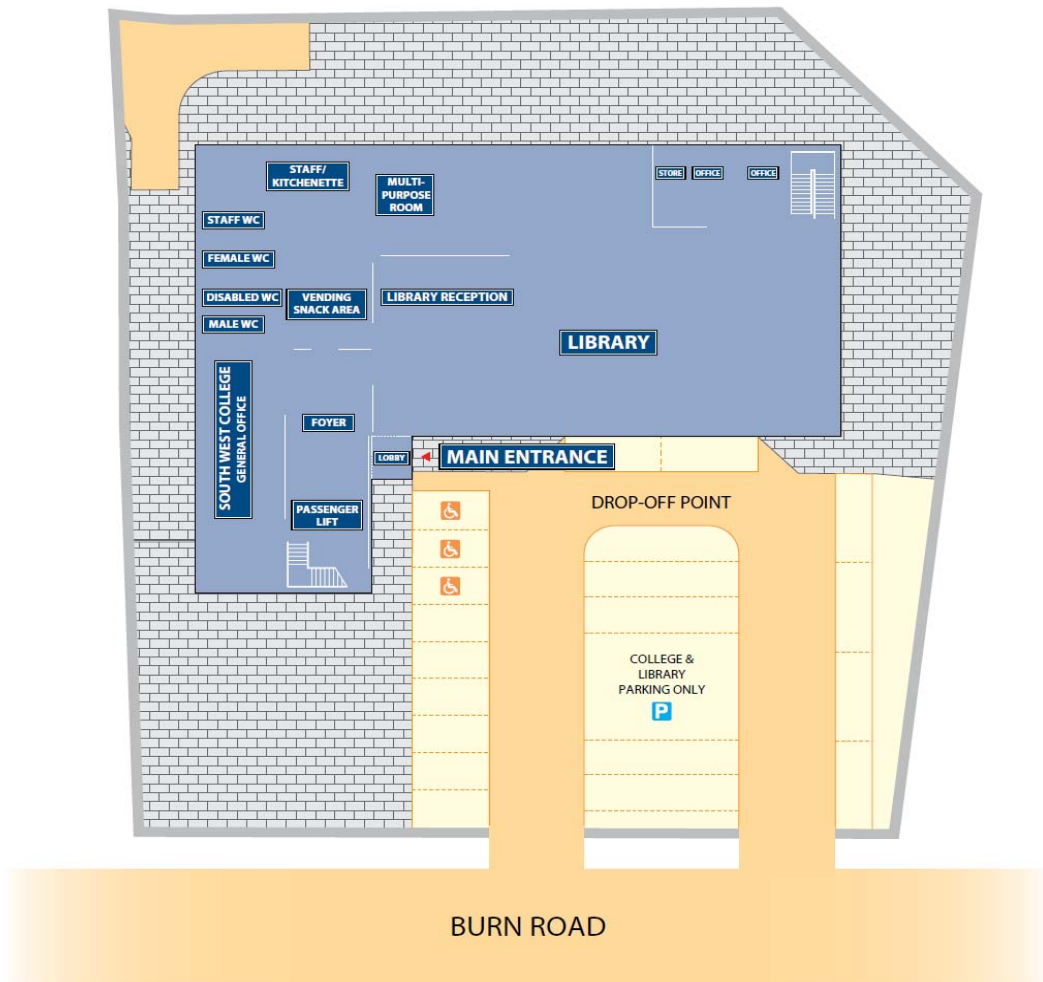
- Each student is expected to treat other students and College staff with respect;
- Each student is expected to treat the College premises and equipment with respect;
- Each student is expected to attend all classes/lectures/workshops punctually;
- Each student is expected to carry out work or assessments set by College staff by set submission dates;
- Each student is expected to carry out reasonable instructions given by College staff;
- Each student is expected to comply with College regulations;
- Each student is expected to act in a manner ensuring Health & Safety for themselves and others.

CAMPUS MAPS

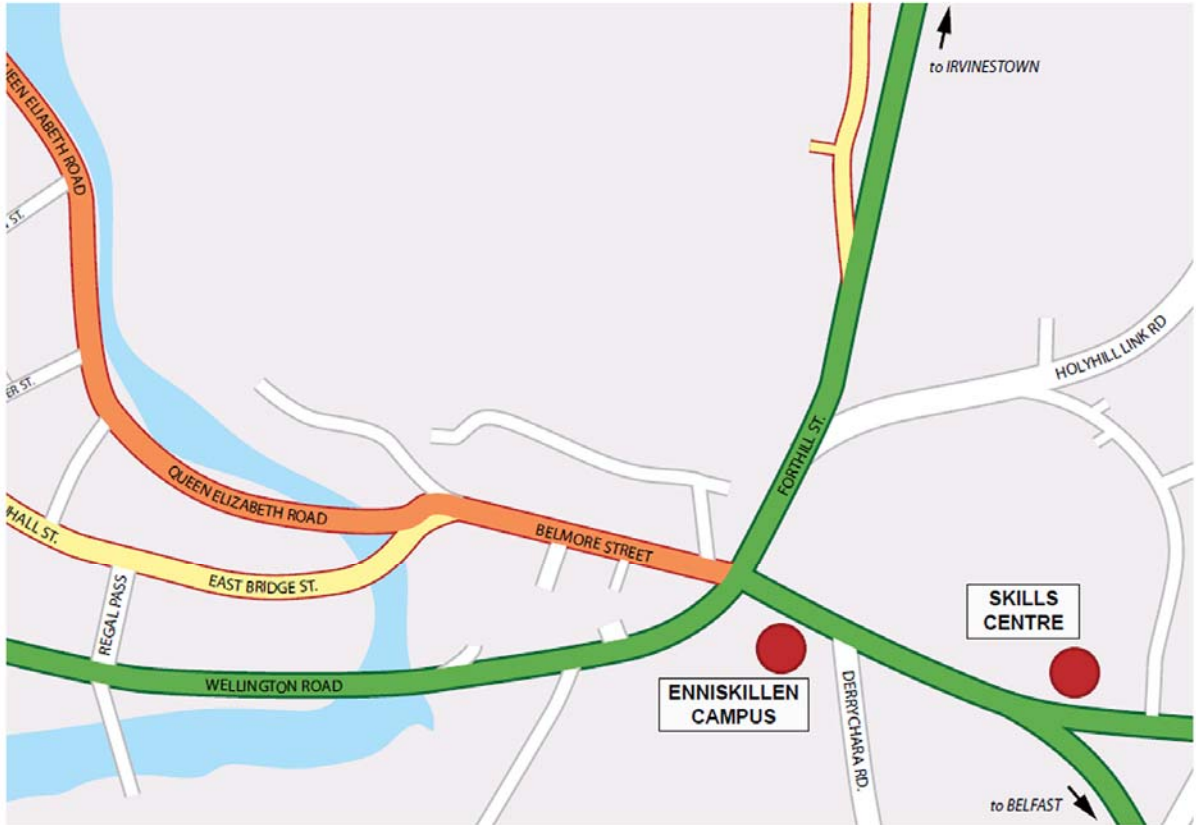
Getting Around Dungannon Campus



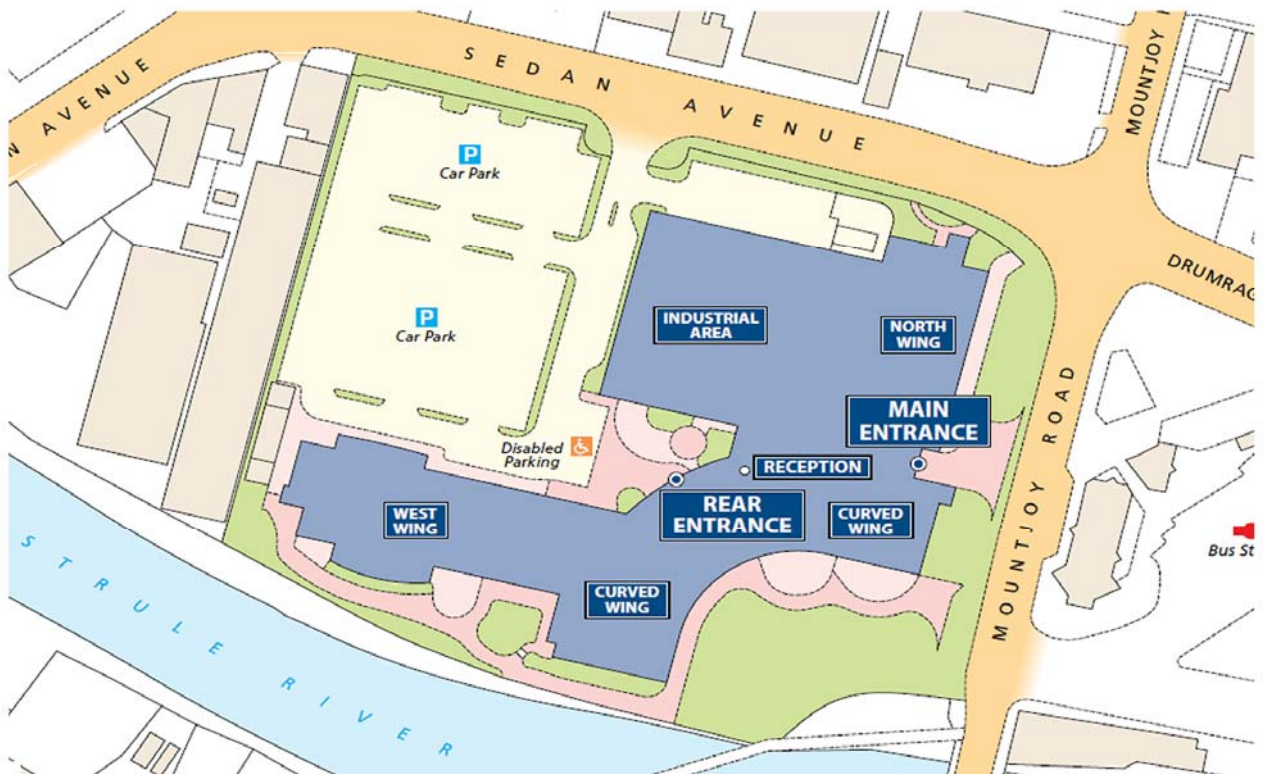
Getting Around Cookstown Campus



Getting Around Enniskillen Campus



Getting Around Omagh Campus



REGISTRATION & ENROLMENT / PAYMENT OF FEES / ID CARDS

REGISTRATION AND ENROLMENT

In most cases all Higher Education students will be interviewed prior to commencing their course of study either by College staff or awarding body staff where appropriate. Every Higher Education student must complete a College enrolment form. The forename and surname details contained on the Enrolment Form should be those that appear on your birth certificate and/or passport. These names will be used on all correspondence which the College will send to you. If you change your name e.g. marriage, it is your responsibility to ensure that the College is informed. Please contact the College Information Office to complete a Student Amendment Form.

CHANGE OF ADDRESS

Students must notify the College Information Office to complete a Student Amendment Form.

Some courses require students to also complete a University or other awarding body Application Form. Your course director will provide guidance on any additional forms and paper work that is required by awarding bodies.

PAYMENT OF FEES

Payment for Higher Education courses is due at the commencement of the course. The College will not permit students to remain in class unless fees are paid in full or arrangements made for payment by installments/employer payment or fee waiver (if applicable).

[Course Directors and the Student Services staff will provide guidance on the arrangements for payment](#)

A student will **not** be issued with an ID card until fee payment arrangements are in place nor will they appear on the College register.

STUDENTS WHO DO NOT PAY FEES **WILL** BE ASKED TO LEAVE THEIR PROGRAMME OF STUDY.

STUDENT IDENTIFICATION CARDS

Once you have completed your enrolment, all full-time and part-time students will be issued with an identity card showing their name, photograph and course details. Your College identity card is a necessary feature of your life at College. The card is campus specific and students may be required to produce this when using various College and student facilities such as access to IT rooms, the Learning Resource Centres (LRC's) and exit from the College Car Park (permit holders only). It is essential that you wear your identity card at all times while on College property and you must display your College identity card on your desk during examinations. All visitors are required to report to reception to be issued with a visitor's identity card upon arrival.

If your card is lost or stolen, please report this as soon as possible to the staff in the Learning Resource Centre. **Please note - There is normally a fee payable for a replacement card (£2 - may be subject to change).**

For any queries regarding ID cards, the Intranet and IT support please contact the Learning Resource Co-ordinator:

Dungannon Campus:	Tel: 0845 603 1881 Ext 3630
Enniskillen Campus:	Tel: 0845 603 1881 Ext 2550
Omagh Campus:	Tel: 0845 603 1881 Ext 5213

IT FACILITIES

Each student of the College is provided with a login name when they join the College which enables access to the any IT and library facilities within the College. Students are reminded that their login name and password are for their personal use only. They must not be used to permit any other person to gain access to the College network or its attached resources, or through it, the internet.

As you would expect, there are regulations on the use of IT facilities at South West College and you are required to understand and abide by them. These are designed to ensure that members of the College can enjoy access to the facilities free from the adverse affects of misuse by others.

E-MAIL

All students are given an e-mail account when they register. You should ensure that you check for messages regularly as official College communications are increasingly being sent by e-mail. Students' attention is hereby drawn to the Acceptable User Policy which states that you must not initiate or forward chain or junk e-mail/s.

VIRTUAL LEARNING ENVIRONMENT

South West College Virtual Learning Environment (VLE) – Blackboard, which allows students to access learning materials, internet resources, multimedia, course news and events. You can submit coursework, view grades and join in discussions with other students.

LOGGING ON TO THE COLLEGE VLE – BLACKBOARD

1. Click on your browser.
2. On the South West College website, click on the **BLACKBOARD** button. Now enter your **USERNAME** and **PASSWORD** allocated to you by your Blackboard
3. Administrator and Click **LOGIN** (If you do not have a username or password please see below).
4. Your Homepage will appear.
5. Click on the appropriate Course Link
6. The course page will appear.

If you do not have a username or password or have forgotten your password or would like training in the use of the Virtual Learning Environment (VLE), please contact the ILT Support Officer, in the Learning Resource Centre, at each campus.

Dungannon Campus: Tel: 0845 603 1881 Ext 3630
Enniskillen Campus: Tel: 0845 603 1881 Ext 2216
Omagh Campus: Tel: 0845 603 1881 Ext 5213

STUDENT SERVICES

College Information / Admissions Office

	DUNGANNON CAMPUS	ENNISKILLEN CAMPUS	OMAGH CAMPUS
LOCATION	GROUND FLOOR	GROUND FLOOR	SECOND FLOOR
Services	<ul style="list-style-type: none">▪ Dealing with enquiries▪ Providing comprehensive information on all courses▪ Processing applications for prospective students▪ Enroll students onto their chosen course of study	<ul style="list-style-type: none">▪ Dealing with enquiries▪ Helping and advising on visits by potential students▪ Providing comprehensive information on all courses▪ Processing applications for prospective students▪ Enroll students onto their chosen course of study	<ul style="list-style-type: none">▪ Dealing with enquiries▪ Helping and advising on visits by potential students▪ Providing comprehensive information on all courses▪ Processing applications for prospective students▪ Enrol students onto their chosen course of study▪ Local accommodation information
Forms Available	<ul style="list-style-type: none">▪ Application Forms▪ Enrolment Forms▪ Financial Forms including; Student Support Fund/ Further Education Award, bus passes.	<ul style="list-style-type: none">▪ Application Forms▪ Enrolment Forms▪ Financial Forms including; Student Support Fund/ Further Education Award, bus passes	<ul style="list-style-type: none">▪ Application Forms▪ Enrolment Forms▪ Financial Forms including; Student Support Fund/Further Education Award, bus passes, meal tickets.
Telephone No	0845 603 1881 Ext 3629	0845 603 1881 Ext 2237	0845 603 1881 Ext 5210

INTERNATIONAL STUDENT INFORMATION

Students joining from overseas often require a little extra help in finding their way around. Here at South West College, our aim is to look after the health and well-being of all our students in the widest sense. When you join South West College you will have access to a network of student support services for academic through to personal, from people who are easy to contact and who can give you friendly and expert guidance.

As part of its English Language Support Programme, South West College offers a number of English language courses (ESOL) throughout the academic year. These aim to build up the confidence and skills you need to work successfully in your chosen course of study and contribute to your future professional development.

For further in-depth information, please refer to the College's 'Immigration Rules for International Students' leaflet. To receive a copy or for further guidance contact the College Information Office.

Dungannon Campus:	Tel: 0845 603 1881 Ext 3648
Enniskillen Campus:	Tel: 0845 603 1881 Ext 2237
Omagh Campus:	Tel: 0845 603 1881 Ext 5210

Or visit the UK COSA (The Council for International Education) website: www.ukcosa.org.uk

LEARNING RESOURCE CENTRE [LRC]

Centres are available at each campus and aim to provide a student-centred resource centre with access to many different types of resource, such as books, journals, e-journals, databases and theses.

The Learning Resource Centre staff are available to assist the students in exploring the Centre's resources so that students may become self-sufficient in their use. The Learning Resource Centre includes high speed internet access computers to help student's research information online and also provides photocopying facilities. The Learning Resource Centres also contains a comprehensive student stationary shop catering for all student's needs.

If you have any queries or require assistance you can contact the Learning Resource Co-ordinator:

Dungannon Campus:	Tel: 0845 603 1881 Ext 3630
Enniskillen Campus:	Tel: 0845 603 1881 Ext 2237
Omagh Campus:	Tel: 0845 603 1881 Ext 5213

USE OF THE LEARNING RESOURCE CENTRE [LRC]

We will expect you to:

- Always have your College identity card available and notify us immediately if it is lost, stolen or damaged.
- Never lend your College identity card to another person for any reason.
- Behave appropriately so that you do not disturb other users.
- Switch off mobile phones when entering the Learning Resource Centre.
- Refrain from bringing food or drinks into the Learning Resource Centre.
- Respect silent study areas and talk quietly anywhere else in the Learning Resource Centre.
- Use equipment for study purposes only.
- Report any equipment damage or faults and any damage to learning materials to the Learning Resource Centre co-ordinator.
- Accept responsibility for any lost or damaged items borrowed on your card.
- Be aware of our opening hours and leave the building promptly at closing time.
- Vacate the building immediately on hearing the fire alarm.
- Attend Learning Resource training sessions as arranged.
- Always keep your possessions with you and do not leave them unattended at any time.
- Abide by the copyright regulations (listed by each photocopier) when copying from books, periodicals and other materials in the Learning Resource Centre.

CENTRE OPENING HOURS

Monday - Thursday: 9.00am - 8.00pm (during term-time)
Friday: 9.00am - 4.00pm

CAREERS GUIDANCE

Each Campus has a dedicated Careers Guidance Officer, who is available to offer advice and assistance to students wishing to apply for any course/s. The Careers Guidance Officer is also the main point of contact for students as they prepare for Higher Education providing them with support and guidance when completing the relevant UCAS or CAO forms.

OTHER SERVICES PROVIDED INCLUDE THE FOLLOWING:

- Careers planning, advice and information.
- Progression to Higher Education (UCAS applications).
- Job search skills
- Constructing your curriculum vitae.
- Interview techniques.
- Aptitude testing.
- Sources of financial support.
- Information on career paths.

Information on all the above topics can be found under 'Student Support Services' in the Careers Guidance section of the Virtual Learning Environment (VLE).

The Careers Guidance Officer is also the main contact for employment opportunities. If you are looking for employment - why not visit the College Vacancy Jobs Notice Board by logging onto the College Virtual Learning Environment (VLE).

The Careers Guidance Officers are available:

Monday - Thursday: 9.00am - 5.00pm

Friday: 9.00am - 4.00pm

Drop in service available but an appointment can be made in advance if necessary.

CONTACTS:

Dungannon Campus:	Ground Floor (G54)	Tel: 0845 603 1881 Ext 3691
Enniskillen Campus:	Ground Floor (MG02)	Tel: 0845 603 1881 Ext 2225
Omagh Campus:	Second Floor (S42) T	Tel: 0845 603 1881 Ext 5225

STUDENT NETWORKING

For students views, news etc. check out the South West College on the following websites



INFORMATION FOR APPLICANTS TO HIGHER EDUCATION

Important application dates:

Mid-September 2011	Opening date for receiving applications.
15 October 2011	Deadline for receipt at UCAS for applications to Oxford or Cambridge, and all with choices in medicine, dentistry, veterinary medicine/science to reach UCAS.
15 January 2012	Deadline for receipt of applications at UCAS for all courses except those listed with a 15 October 2011 deadline and art and design courses with 24 March 2012 deadline.
24 March 2012	Deadline for the receipt of applications at UCAS for art and design courses except those listed with a 15 January 2012 deadline.
31 March 2012	If UCAS receive your application by 15 January, the universities and colleges should aim to have sent us their decisions by this date (but they can take longer).
9 May 2012	If UCAS receive decisions from your universities/colleges by 31 March, you need to reply to any offers by this date (unless you live outside the EU or are applying through Extra). If UCAS don't receive your replies, they will decline your offers on your behalf.
10 May 2012	If you applied by 15 January and are waiting for decisions, universities and colleges need to send UCAS their decisions by this date. If they don't, UCAS will make any outstanding choices unsuccessful on your behalf.
7 June 2012	If UCAS receive all decisions from your universities/colleges by 10 May, you need to reply to any offers by this date (unless you are applying through Extra). If UCAS don't receive your replies, they will decline your offers on your behalf.
30 June 2012	<p>If you send your application to UCAS by this date, they will send it to your chosen universities and colleges. If they receive your application after this date, you'll be entered into Clearing.</p> <p>If UCAS receive all decisions from your universities/colleges by 8 June, you need to reply to any offers by this date (unless you are applying through Extra). If they don't receive your replies, they will decline your offers on your behalf.</p>
4 July 2012	This is the last date to apply through Extra.
19 July 2012	If you applied by 30 June and are waiting for decisions, universities and colleges need to send UCAS their decisions by this date. If they don't, UCAS will make any outstanding choices unsuccessful on their behalf.
26 July 2012	If UCAS receive all decisions from your universities/colleges by 19 July, you need to reply to any offers by this date (this includes if you are applying through Extra). If they don't receive your replies, UCAS will decline your offers on your behalf.
20 September 2012	This is the last date UCAS will accept applications for courses starting in 2012.

UCAS WEBSITE: www.ucas.com

1st February 2011 Closing date for Application to CAO: www.cao.ie

STUDENT LOANS

From September 2006 all students progressing to Higher Education were required to pay tuition fees.

All students are eligible to apply for a tuition fee and a maintenance loan. Some may also be entitled to a means tested maintenance grant. Application forms will be available from Student Services from early spring.

When you have researched your options and have finally decided on Higher Education, it is important to ensure that your applications are completed correctly. You will have to follow the application instructions provided by individual institutions and central application "clearing houses" acting on their behalf.

- Applications for entry to Higher Education in the United Kingdom have to be made through UCAS - www.ucas.com
- Applications for entry to Higher Education in the Republic of Ireland have to be made through CAO - www.cao.ie
- Applications to local Colleges for HND's/Foundation Degrees are usually by direct entry to the College of your choice.
- Detail of the application procedure is available on the UCAS website, www.ucas.com.

Clearing operates during August and September for those applicants:

- Who did not receive an offer earlier in the year who declined all offers made to them
- Who held conditional offers, but who did not receive the required grades
- Whose forms were received by UCAS after 30th June.

APPLICANTS WITH SPECIAL NEEDS

Advice and information concerning access and special needs provision in Universities and Colleges, financial support and personal care are available from the National Bureau for Students with Disabilities. It is important to contact them well in advance of submitting your application through UCAS.

UNIVERSITY OPEN DAYS

The College has arranged to provide transport to the following Open Days. If you are interested in attending, contact the careers Guidance Officer.

8th & 9th September 2011	Queen's University, Belfast
12th September 2011	University of Ulster, Coleraine Campus
13th September 2011	University of Ulster, Magee Campus
6th, 7th & 8th September 2011	University of Ulster, Jordanstown Campus

For further information contact your Careers Guidance Officer at your individual campus. Open days available will be subject to campus demand.

STUDENT SUPPORT & LEARNING OFFICER

The Student Support & Learning Officer offers a source of support on the following issues:

- Education Maintenance Allowance (EMA)
- Student union/class representatives
- NUS-USI
- Student talks/visits/seminars
- Student attendance/retention
- Student finance
- Learning support

If you wish to make an appointment or for further information please contact the Student and Learning Support Officer:

Dungannon Campus:	Tel: 0845 603 1881 Ext 3614
Enniskillen Campus:	Tel: 0845 603 1881 Ext 2225
Omagh Campus:	Tel: 0845 603 1881 Ext 5226

STUDENT SOCIAL AREA

Each campus has a dedicated Student Social Area. This is a designated area where all students can relax, play pool or watch television; thus allowing students to socialise in an area that is bright, warm and enjoyable.

STUDENT UNION

South West College Students' Union exists to represent and provide services for all students. The guiding principle of the Union is that it is run by students for students. The ethos of the Student Union is to operate democratically, with all students having an opportunity to have their say in how the Union is run; elections are held yearly to fill a number of positions in the Union. Membership of the Student Union is automatic to **all full-time students**.

STUDENT PARTICIPATION AND REPRESENTATION

South West College actively encourages both student participation and representation through the attendance of a class representative at course team meetings. The role of a class representative is to act as a point of contact for students in relation to issues such as curricula, teaching methods, assessment methods and resources.

If you would like to get involved in the Student Union or for information on how to become a class representative, please contact the Student Support & Learning Officer at your campus.

Dungannon Campus:	Tel: 0845 603 1881 Ext 3614
Enniskillen Campus:	Tel: 0845 603 1881 Ext 2225
Omagh Campus:	Tel: 0845 603 1881 Ext 5226

EXAMINATIONS

All students must ensure that they are familiar with the examination guidelines before entering the examination as these guidelines apply to all examinations. If you are in any doubt please ask your invigilator.

Whilst every assistance is given to students entering examinations, it is your own responsibility to ensure that you are entered for examinations correctly and that you present yourself at the appointed time and place for the examinations. **Students requiring examination concessions such as readers, writers, or extra time must contact their programme administrator with appropriate evidence at the time of entering examinations.**

LATE EXAMINATION ENTRIES

Students are advised that all awarding bodies charge an additional fee for **LATE EXAMINATIONS ENTRIES**. Depending on the awarding body, these fees can vary in cost and in some cases can be as much as double the initial entry fee.

Please note: Failure to attend an examination paid for by the College, may result in South West College requesting that examination fees are reimbursed by the student.

Dungannon Campus:	Tel: 0845 603 1881 Ext 3638
Enniskillen Campus:	Tel: 0845 603 1881 Ext 2212
Omagh Campus:	Tel: 0845 603 1881 Ext 5218

ESSENTIAL SKILLS

WHAT ARE ESSENTIAL SKILLS?

Essential Skills are the reading, writing, speaking, listening and math's skills needed to work in an everyday setting. Examples of these might be: reading signs, helping children with homework, reading/writing letters, applying for jobs, working with money and budgeting, working out interest rates and percentages, and many more. The Government has recently received figures for NI, and it is thought that 1 in every 4 adults in NI have problems in many of these areas.

WHO ARE THE CLASSES FOR?

The classes are for anyone who wants to improve their skills and get qualifications. We have services for people with visual impairments and portable loop systems for people with hearing difficulties.

WHAT IS ON OFFER?

We can provide help with applying for jobs, CVs, driving theory, reading stories and much more. There are 5 levels in the programme from entry level to level 1 & 2. At each level the learners can obtain a recognised qualification.

WHERE?

The classes can be on site in the College, or tutors can also travel to outreach centres to teach the classes.

How?

Classes are normally small, and in a calm and welcoming setting. They are taught by skilled tutors, who make them as much fun as possible. Topics chosen are interesting and relevant to the learners' individual needs and abilities.

For further information, contact the Essential Skills Co-ordinator:

Dungannon Campus:	Tel: 0845 603 1881 Ext 3612
Enniskillen Campus:	Tel: 0845 603 1881 Ext 2239
Omagh Campus:	Tel: 0845 603 1881 Ext 5321

ENGLISH AS A SECOND LANGUAGE (ESOL)

ESOL courses are available at all College campuses to those individuals wishing to learn and indeed improve their English Language.

For further information contact:

Dungannon Campus:	Tel: 0845 603 1881 Ext 3648
Enniskillen Campus:	Tel: 0845 603 1881 Ext 2237
Omagh Campus:	Tel: 0845 603 1881 Ext 5210

STUDENT COUNSELLING SERVICE

Is life difficult?

Each Campus has its own confidential Student Counselling Service that can help with whatever difficulty you are facing, including stress, anxiety, depression, worries, bullying and many more.

Always remember 'it is good to talk' and we are here to help whatever the situation!

A '**CONTACT**' Counsellor will be in the each Campus BY APPOINTMENT ONLY:

If you would like to make an appointment in confidence please contact:

Cookstown Dungannon Campus:	Sharon Watters (G54) Tel: 0845 603 1881 Ext 3614
Enniskillen Campus:	Lorraine Loughlin (Student Services) Tel: 0845 603 1881 Ext 2225
Omagh Campus:	Judith McCusker (Learning Resource Centre) Tel: 0845 603 1881 Ext 5226

In the event of Special Circumstances when a student requires a Counsellor outside the normal hours please contact:

Dungannon Campus:	Eileen Kenny	Tel: 0845 603 1881 Ext 3641
Enniskillen Campus:	Sharon Pritchard	Tel: 0845 603 1881 Ext 2308
Omagh Campus:	Fidelma McAleer	Tel: 0845 603 1881 Ext 5212

STUDENT LEARNING SUPPORT

Each campus has a confidential Student Learning Support service that can help you with any learning difficulties you may be experiencing, including: additional learning support, help for wheelchair users, visual and hearing support, epilepsy, asthma etc.

The Student Support and Learning Officer at each campus available at the following times:

Monday - Thursday: 9.00am - 5.00pm
Friday: 9.00am - 4.00pm

If you wish to make an appointment outside the above times, please contact the Student Support and Learning Officer at your relevant campus:

Cookstown Dungannon Campus:	Sharon Watters (G54) Tel: 0845 603 1881 Ext 3614
Enniskillen Campus:	Lorraine Loughlin (Student Services) Tel: 0845 603 1881 Ext 2225
Omagh Campus:	Judith McCusker (Learning Resource Centre) Tel: 0845 603 1881 Ext 5226

CHILD PROTECTION & VULNERABLE ADULTS

South West College is as accountable as any other organisation for the protection of children and vulnerable adults. Every child has a right to be protected from harm and to feel safe and secure in an educational environment. As such, the designated persons for Child Protection and Vulnerable Adult issues for South West College are as follows:

Dungannon Campus	Bernie Coggan (bernadette.coggan@swc.ac.uk)
Omagh Campus	Des O'Doherty (des.o'doherty@swc.ac.uk)
Enniskillen Campus	Ruth Moore (ruth.moore@swc.ac.uk)
	OR Telephone 0845 603 1881

HELPLINES | ADVICE | COUNSELLING

Action Cancer - Information Service	(028) 9080 3344
Aids Helpline	0800 137 437
Aisling Centre (Counselling)	(028) 6632 5811
National Drugs Helpline	0800 77 66 00
Breakthru	(028) 8775 3228
Cara-Friend Homosexual Information	
▪ Mens Line	(028) 9032 2023
▪ Women's Line	(028) 9023 8668
Chinese Welfare Association	(028) 9028 8277
Citizens Advice Bureau (Strabane)	(028) 7138 2665
Contact Youth Counselling and Information Service	(028) 9032 0092
Cruse - Bereavement Care	(028) 8224 4414
Disability Action	(028) 8775 2372
Eating Disorders	(028) 9023 5959
Education Guidance Service for Adults	(028) 8225 2669
Family Planning Association	(028) 9032 5488
Gingerbread for Lone Parents	0808 808 8090
Housing Rights	(028) 9024 5640
Law Centre N.I.	(028) 9023 1614
Multi-Cultural Resource Centre	(028) 9024 4639
Nexus Institute N.I. (Sexual Abuse Counselling)	(028) 6632 0044
N.I. Association for Mental Health	(028) 9032 8474
N.U.S. / U.S.I	(028) 9024 4641
Parents Advice Centre	(028) 8775 2900
Rape Crisis Centre	(028) 9032 9002
Relate N.I.	(028) 9037 1502
Samaritans	(028) 3833 3555 (028) 3026 6366 (028) 8224 4944
Simon Community (24 hour)	(028) 9023 2882
U.S.I.T. Now	(028) 9032 7111
Victim Support NI	(028) 9024 4039

STUDENT FINANCIAL SUPPORT

Financial Information for Full-Time Higher Education and Part-Time Higher Education

Full -Time Higher Education Application forms

Prospective students complete a PN1 application form through their local Education and Library Board (ELB) to assess the level of financial support that they will be entitled to.

Financial support available includes:

- **Tuition Fee Loan**
To help with the cost of tuition fees
- **Maintenance Loan**
To help with living costs (means tested)
- **Special Support Grant**
Those who are entitled to welfare benefits may be eligible for help with additional course-related costs
- **Maintenance Grant**
To help with living costs (means tested)
- **Parents' Learning Allowance**
To help support adults in your household who are financially dependent upon you
- **Childcare Grant**
To help towards childcare costs
- **Care Leavers' Grant**
Additional financial support available for long holiday periods for those who have been in care
- **Disabled Students' Allowance**
To help with extra costs incurred in studying due to a disability or learning difficulty
- **University/College Bursary and/or Scholarship**
Additional financial support available from Colleges/universities, contact individual institutions for details of their bursary/scholarship schemes.

Application packs are available from Student Services or your local Education and Library Board. For further information: www.studentfinancenl.co.uk

Non UK EU students should apply for tuition fee loan to:

European Team in Darlington: Telephone: 0141 243 3570 or email: EU_Team@slc.co.uk

HARDSHIP FUNDS

The Hardship Fund is a discretionary grant from the Department for Employment & Learning administered by the College for the purpose of providing assistance for students with particular need.

Students eligible to apply to the Hardship Fund are those aged **over 18** (by the application date) and who are following a full-time course or a **part-time** externally accredited vocational course.

Hardship Funds are available to help students in severe financial hardship who have already applied for their full financial support. There is no automatic entitlement to these funds and they are based on individual circumstances. A hardship fund payment is a non-repayable grant and amounts awarded vary greatly depending on where you are studying. Hardship fund payments may be restricted to those studying at least 50% of an equivalent full time course and in accordance with individual need and may contribute specifically to costs such as examination fees, travel costs, books, materials, childcare and rent.

Applications will only be considered if supported by **relevant, original and detailed documentary evidence**.

Application forms may be obtained from the campus student support officer.

FINANCING PART-TIME HIGHER EDUCATION

This sheet is intended as a summary of the financial support available to students to attend a part-time undergraduate course such as a Degree, Foundation Degree or HND. Separate sheets are available for full-time courses. This information should be read in conjunction with the booklet 'Financial support for part-time students' (revised annually), available from your local Education and Library Board.

Help Available:

- | | | |
|----|-------------------------------------|---|
| 1. | Education and Library Boards (ELBs) | Grant for tuition fees, Grant for course costs (help with travel, books and other course expenses), Disabled Students' Allowances |
| 2. | College/University | Concessionary fees, Hardship funds and bursaries |
| 3. | Other possible sources of funding | Social Security Benefits, Educational Trusts |

EDUCATION & LIBRARY BOARD (ELBs)

TUITION FEE AND COURSE COSTS GRANTS

Part-time students who are studying at least 50% of an equivalent full-time course can apply for support towards their fee and course costs. The fee grant is linked to how intensive the course is and there are three different rates up to a maximum of £1230. The course grant is up to £265. These grants are means tested and **will depend** on your income and that of your husband, wife or partner. There is no age limit. Students who already have a degree cannot normally apply for these grants. The maximum number of grants you can receive is 8. Your College will be able to advise if your course qualifies. **Application forms and details are available from the College Student Support Officers.**

Intensity of course (percentage of equivalent full time course)	Maximum fee grant	Maximum course grant	Total support
Less than 60% of the full-time course	£ 820	£265	£1085
60% to 74% of the full-time course	£ 985	£265	£1250
75% or more of the full-time course	£1230	£265	£1495

The Open University has a similar funding package for undergraduate courses (levels 1 to 3). The maximum fee grant is capped at £750 and the maximum course grant is £250. Apply directly to the Open University (Tel: 028 9032 3722).

Means test

The means test for both the fee and course grant is the same and operates via a taper scheme:

- Income threshold of £15,345
- £2,000 allowance for spouse/partner
- £2,000 allowance for eldest child
- £1,000 allowance for any further dependent children

For example:

- If you are single (without a partner or dependents) and your income is £15,345 or below, you will qualify for maximum support.
- If you are married or have a partner and have two dependent children, you will qualify for maximum support if your and your partner's income combined is below £20,345

The income of the student, and where appropriate that of a spouse or partner, will be assessed in the means test. Parental income will not be assessed.

Students who are on one or more of the following benefits will automatically qualify for full support: Income Support, Housing Benefit, Income-Based Jobseekers' Allowance and New Deal Allowance.

GRANTS FOR DISABLED STUDENTS

Non means tested Disabled Students' Allowances (DSAs) are available to students with disabilities. Grants are available to help pay for specialist equipment and non-medical helpers, there is also a general allowance of up to £1,200 a year. Students diagnosed as dyslexic may fall into this category. Application forms and further information are available from your local ELB. Open University students should contact their regional centre.

HELP WITH CHILD-CARE

Childcare Grant: Full-Time students may apply to the relevant Education and Library Board (ELB) for support with prescribed childcare. Students normally receive 85% of their childcare costs in term time and during holidays, up to £148.75 a week for one child and up to £255.00 a week for two children. This grant is means tested. Further information and/or advice is available by contacting the relevant Campus Student Support Officer.

COLLEGE/UNIVERSITY FEES

CONCESSIONARY FEES

Concessionary fees may be available for part time students on social security benefits. You need to check with your College/university as to which benefits qualify for concessions as criteria may vary. As the amount of concession may also vary between Colleges and universities, it may be appropriate to shop around.

SOUTH WEST COLLEGE BURSARY SCHEME:

We plan to offer students the following bursaries in the 2011/12 academic year:

HND	£140.00
Foundation Degrees (UU)	£160.00
Foundation Degrees (QUB)	£438.00

The bursary is to be paid in two parts, the first after successful completion of semester one and the remaining on successful completion of semester two.

SWC will provide fourteen bursaries of £400.00 each for BSc (hons) Social Work students. The bursaries will be means tested under the Student Loan company guidelines. The bursary will be paid in two £200 installments, the first after successful completion of semester one and the remaining £200 on successful completion of semester two.

For information on Nursing Bursaries contact:

Central Services Agency
Bursary Administration Unit (Nursing)
Business Services Organisation
2 Franklin Street,
Belfast
BT2 8DQ

Telephone: 028 9055 3601

UNIVERSITY BURSARIES

Most universities have some bursary schemes for students which may be attached to specific courses or for specific groups, such as mature students or women. For example, Queen's University has the QWGA Scholarship Scheme which is open to women aged over 25 and on a low income. Details are available from the Academic Council (Tel: 028 9027 3002). It also has the JJ Brown Bursary, which is open to students on a low income who wish to undertake the part time degree offered by the Institute of Lifelong Learning (Tel: 028 9027 3323).

In general the older and wealthier the university, the more likely such funding is available. Contact the University faculty in the first instance, followed by your Student Financial Adviser if you need further information.

OTHER SOURCES OF FUNDING

SOCIAL SECURITY BENEFITS

The rules about studying are different for each benefit. Fee and course grants should not affect the amount of means tested benefits. Other payments, for example from the Support Fund, may affect the amount.

General summary:

- Jobseekers' Allowance (JSA) - a person over 19 may be able to continue receiving JSA while studying if he/she remains available for and actively seeking work.
- Income Support - eligibility is not affected by study.
- Child Tax Credit and Working Tax Credit - eligibility is not affected by study.
- Incapacity Benefit - generally speaking you can study and receive Incapacity Benefit. However to be entitled to Incapacity Benefit you must be accepted as being incapable of work. How you manage in your daily life, including while attending your course will be taken into consideration.
- Disability Living Allowance (DLA) - not affected, however the ability to undertake education may be taken into account when assessing continuing entitlement to DLA.

The 'Students and Benefits' booklet available from EGSA gives further information on this area. You can also contact EGSA or your local advice centre for further help. It is always worth having a benefit check undertaken at your local advice centre whether you are in receipt of benefits or not, as benefits can help you qualify for concessions on fees.

USEFUL CONTACT NUMBERS

Student Awards at Student Finance NI.	studentfinancenl.co.uk
Belfast ELB	Tel: 028 9056 4000
North Eastern ELB	Tel: 028 2565 5025
Southern Eastern ELB	Tel: 028 9056 6200
Southern ELB	Tel: 028 3751 2432
Western ELB	Tel: 028 8241 1411

Entering higher education can be a daunting prospect. If you are concerned about financial matters before entering your chosen University/College or are having difficulties during the course (for example if your fee or course grant is late), contact your Student Financial Adviser.

Queen's University

Connie Craig, Student Financial Adviser

Tel: 028 9097 1049

University of Ulster

Frank Dunleavy, Student Financial Adviser

Tel: 028 9036 6056

University of Ulster Coleraine

Linda Martin, Student Funding Adviser

Tel: 028 7032 4136

University of Ulster Magee

Paul Cassidy, Executive Assistant Student Services

Tel: 028 7137 5218

PART-TIME HIGHER EDUCATION

Prospective students complete a PTG1 application form available from their local Education and Library Board to assess entitlement to financial support.

Financial support available can include:

- **Fee Grant**
Grant towards the cost of fees
- **Course Grant**
Grant towards course costs
- **Disabled Students' Allowance**
To help with extra costs incurred in studying due to a disability or learning difficulty
- **University/College Bursary and/or Scholarship**
Additional financial support available from Colleges/universities, contact individual institutions for details of their bursary/scholarship schemes.

Application packs are available from Student Services or your local Education and Library Board. For further information: www.studentfinancenl.co.uk

Non UK EU students should apply for tuition fee loan to:

European Team in Darlington: Telephone: 0141 243 3570 (10am to 4pm) or email: EU_Team@slc.co.uk

This is not an exhaustive list and students enrolled on certain higher education courses may be eligible for additional financial support. Contact Student Services or the University/College direct for further information.

GENERAL ACADEMIC COURSE INFORMATION FOR HIGHER EDUCATION STUDENTS

Although certain aspects of each course offered will be specific to that particular course, there are certain features that are common to all courses. You should familiarise yourself with the course Student Handbook issued by the Course Director for further details on all the issues listed.

TEACHING AND LEARNING APPROACH

The aims of the course and of the syllabus for each individual module will be achieved in a variety of ways through the application of a range of teaching and learning methods. The methods have been chosen to allow for flexibility in differed disciplines within the course and to suit the needs and interest of you, as students, and your tutors. Whilst a number of approaches to teaching and learning have been identified, it is anticipated that a mixture of approaches will be used for each module.

The teaching, learning and assessment approach has been developed specifically to support the initiative and aims of the Enterprise in Higher Education Project within the Higher Education Project within the Campus. That project seeks to create course frameworks whereby each student will be given the opportunity to develop enterprise competencies as an integral part of his/her academic programme. The teaching and learning approach for each course will seek to ensure that you acquire the key competencies which have been identified by the EHE project and are given the opportunity to apply these competencies in a range of ways. The assessment procedures will be such that you will be able to achieve their full potential.

The principal teaching and learning methods are as follows:

LECTURES

Generally lectures will provide a means for communication between lecturer and students and will be used mainly for the exposition of concepts and techniques and the synthesis of material relating to the disciplines. The lectures will be planned to stimulate and guide further reading.

SEMINARS/TUTORIALS

Seminars will consist of groups of students (normally 5-8) and staff. The emphasis will be on student initiation and participation. Seminars will be used for the following purposes:

1. To encourage you to read widely and develop an understanding of this reading;
2. To develop a full range of skills including communication, leadership, teamwork negotiation and persuasion, presentation, problem analysis and solving, decision-making and self awareness;
3. To encourage you to play an active part in learning;
4. To promote understanding of the integration of disciplines;
5. To provide opportunities for you to present your concerns to your peers and tutors for clarification.

GROUP DISCUSSIONS/DEBATES/CASE STUDIES

These will provide a practical method whereby certain theoretical perspectives can be applied, tested and evaluated. Their main purposes are as follows:

1. To allow you to develop powers of analysis and evaluation in defining problems, formulating solutions, implementing those solutions and assessing their impact
2. To promote the extension of knowledge and understanding of topic areas;
3. To enable you to apply theoretical concepts and principles to practical solutions;
4. To enable you to develop skills in debate about issues;
5. To facilitate the self learning situation;
6. To enable you to participate in team work situation and develop their ability to communicate, negotiate and lead.

DIRECTED READING

Lectures are not designed to spoon-feed facts nor are seminars an opportunity to repeat lectures. Rather, as you are reading for your qualification, you are required to read widely in the topics covered in the modules. Such activity allows you to acquire knowledge whilst at the same time developing skills in information gathering and time management.

VISITING SPEAKERS

Guest speakers, both from Industry and the academic community, will be invited to give lectures to students on particular topics relevant to the subject. This type of teaching and learning provides students with real life examples from expert industrial practitioners and helps learners to apply theoretical concepts and models.

ASSESSMENT

All Higher Education courses within the South West College, 'assessment' describes any processes that appraise an individual's knowledge, understanding, abilities or skills. There are many different forms of assessment that a student may encounter, serving a variety of purposes. These include:

- promoting student learning by providing the student with feedback, normally to help improve his/her performance;
- evaluating student knowledge, understanding, abilities or skills;
- Providing a mark or grade that enables a student's performance to be established. The mark or grade may also be used to make progress decisions;
- enabling the public (including employers), and higher education providers, to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution and agreed UK norms, including the frameworks for Higher Education qualifications. This may include demonstrating fitness to practise or meeting other professional requirements.

The way in which students are assessed fundamentally affects their learning. Good assessment practice is designed to ensure that, in order to pass the module or programme, students have to demonstrate they have achieved the intended learning outcomes.

To test a wide range of intended learning outcomes, diversity of assessment practice between and within different subjects is to be expected and welcomed, requiring and enabling students to demonstrate their capabilities and achievements within each module or programme.

ASSESSMENT OF STUDENTS

Students need to be aware of the purpose and implications of different assessment tasks, and in particular the opportunities provided for them to show the extent to which they have achieved the intended learning outcomes of a module. It is important that students know whether the outcomes of each assessment are to be used for formative and/or summative purposes.

Assessment is usually construed as being diagnostic, formative or summative. An assessment process can, and often does, involve more than one of these assessment purposes. For example, an assessment component submitted during a module may provide formative feedback designed to help students improve their performance in subsequent assessments. An end-of module or end-of-programme examination or other assessment normally results in a summative judgement being made about the level the student has attained, but any feedback on it may also have an intended formative purpose that can help students in assessment later in their programme, or on another programme.

FORMS OF ASSESSMENT

Performance in all modules will be assessed. Two modes of assessment will be used, coursework and examinations. Candidates will be assessed in each module by course work and written examination or by course work only.

Course work may be based on any of the following; class tests, written or computer assignments, oral presentations, individual or group projects, reports, seminar papers, debates or other simulation exercises.

Examples of assessment that support student learning include:

- Designing a 'feedback loop' into assessment tasks so that students can apply formative feedback (from staff or peers) to improve their performance in the next assessment;
- Setting assessment tasks such as extended assignments that involve students researching a topic and producing work based on their research. This can be supported by other student activities such as class tests, the presentation of seminar papers, and group discussion and debate;
- Individual or group presentations;
- The use of peer assessed activities during formal teaching sessions where students, either in pairs or groups, comment constructively on one another's work. This technique enable students to understand assessment criteria and deepens their learning in several ways, including:
 - a) learning from the way others have approached an assessment task (structure, content, analysis) and
 - b) learning through assessing someone else's work, which encourages them to evaluate and benchmark their own performance and to improve it.

Peer assessed activities can be used in a variety of learning situations, including practical work and in large or small classes

- The use of self-reflective accounts, or other types of student self assessment;
- Involving, for example, employers, patients or clients in providing part of the feedback to students on their performance;
- Enabling students to experience a range of assessment methods that take account of individual learning needs and, where appropriate, encouraging them to reflect on and synthesise learning from different parts of their programme. In some circumstances, synoptic assessment may help to support these aims;
- Where oral examinations take place, ensuring that opportunities are available for a student to practise and receive constructive feedback, and that the practise and feedback are timed to enable students to refine their work and, if necessary, to further develop the personal skills needed to present their arguments effectively.

ATTENDANCE

It is a Campus requirement that you attend lectures and seminars. Extended absences of 3 days or more must be explained to the Course Director and documentary evidence of the reason (e.g. doctor's line) must be produced at his/her request. Student attendance is constantly monitored both internally and by relevant external agencies via electronic registration and unexplained absences of more than 3 days may mean that student loans are affected or students may even be withdrawn from a course.

You should refer to your student handbook for attendance requirements for your programme. All students are encouraged to constantly stay in touch with Course Directors, personal tutors and teaching staff regarding their attendance.

COURSEWORK

- a) Coursework must be submitted by dates specified by the Tutor/Course Committee according to the calendar. Students must keep a copy of all work submitted and be prepared to produce the copy within 24 hours in the event of disputed submissions.
- b) Students may seek prior consent from the Tutor/Course Committee to submit coursework after the official deadline. Requests for late submission of coursework should be made **in advance** to the Tutor/Course Director. Such requests must be accompanied in the case of illness by a medical certificate.
- c) Coursework submitted without consent after the deadline will not normally be accepted. It will have to be resubmitted and the mark awarded will ordinarily not be a mark greater than the minimum pass mark. If there are mitigating circumstances, which the student would like to be considered, the late coursework will have to be accompanied with a letter of explanation. For further details, refer to your student handbook.
- d) Additional fees will be imposed for marking repeat work in certain situations. For all University of Ulster courses, a resit fees of £40 is charged for each piece of work which is failed without extenuating circumstances. On all other courses, a late submission fee of £20 is charged for work submitted after the deadline for submission but before the final course committee meeting without extenuating circumstances. For further details on this issue, you should refer to your student handbook.

GENERAL ADMINISTRATION

Day-to-day administration of each course is the responsibility of the Course Director. Student problems are mainly dealt with in the first instance by the Personal Tutor. All major decisions in the running of the course are taken at Course Committee meetings. The membership of the committee is composed of the Course Director, the Personal Tutor, the Head of Department and Module Lecturers.

THE SUBMISSION OF COURSEWORK AND FRONT COVER SHEETS

All course work must be submitted on or before the hand in date indicated by the lecturer. Two copies should be submitted one in hard copy form and the other electronically. **Students should be aware that the College has recently purchased plagiarism detecting software TURITIN to identify where students have committed academic related offences.** All assignment work submitted must have a completed cover sheet attached outlining full personal, course, modules and assignment details. This form also includes agreed completion dates and actual submission dates. Every student is solely responsible for handing in completed assignments by the dates specified. The following times and areas are designated for the submission of assignments:

TIME	LOCATION
8.30am - 9.00pm (term-time)	Reception
9.00am - 4.00pm (outside term-time)	Reception

All students will be issued with a receipt and you are requested to retain your receipt as evidence of submission.

RETURN OF WORK

All work submitted to Module Tutors should be returned to students with a grade/mark and appropriate comments within a reasonable time frame (within 2/3 weeks). You should clarify this turn-around time for your course with your Course Director and Module Tutor at induction.

LATE SUBMISSION

Students who fail to submit assignment work or who fail to attend for examinations must notify both the Tutor for that module and the Course Director by the date on which the work/exam was to be completed. This notification should be in writing. Penalties for late submissions should be discussed with your Course Director at induction via the student handbook.

RE-SUBMISSIONS

In the event of non-submissions students will be sent a letter by Module Tutors outlining re-submission dates and penalty. Failure to meet the re-submission date for this work will normally result in failure in that module though extenuating circumstances will be considered.

RE-SUBMISSION FEES

Additional fees will be imposed for marking repeat work in certain situations. For all University of Ulster and Queens University Belfast courses, a resit fee of £40 is charged for each piece of work which is failed without extenuating circumstances. On all other courses, a late submission fee of £20 is charged for work submitted after the deadline for submission but before the final course committee meeting without extenuating circumstances. For further details on this issue, you should refer to the regulations in your student handbook.

REGISTRATIONS

Students are responsible for payment of tuition fees, awarding body registration fees and in some cases university validation fee. You should find out at induction with your Course Director when these payments fall due and the mechanism for payment of such fees. You will be liable to a late registration fee in the event of non-payment of fees by the appointed date or unexplained late submission of work. You cannot graduate from your course if any fees remain unpaid. If you are experiencing financial difficulties in relation to your course, you may get assistance through the Campus Support Fund (see page 20).

TIMETABLE

You will receive at induction with your Course Director a timetable for the first semester and second semester. Your timetable will indicate the subject being taught, the lecturer, the room number, start and finishing times.

EXAM BOARDS

The official College and Awarding Body Exam Board for all Higher Education Courses will meet in mid-June to determine the results obtained by students and make recommendations with respect to final awards, progression, repeats or failures for each candidate. All student results are provisional until they are approved by a formal awarding body examination board or reviewed by the external moderator.

STAFF STUDENT CONSULTATION

Each course is required to hold a meeting between teaching staff and student representatives of the course. There will be a minimum of one Staff Student Consultative Committee meeting per semester for each course. This meeting gives students the opportunity to raise issues with staff about their course. It also gives staff an opportunity to discuss issues with staff which relate to the course and College life in general. These are formal meetings, where the minutes are recorded. These minutes feed into Staff Committee meetings and are considered as a key part of the annual course review process

STUDIES ADVICE

1. Students will be allocated a Studies Adviser/Personal Tutor with whom problems relating to the course can be discussed in an informal setting.
2. The role of the Studies Adviser/Personal Tutor is to provide you with advice and guidance on anything likely to affect your academic performance.
3. You have the opportunity to meet with your Studies Adviser at specified times and/or by prior appointment. You can make an appointment by e-mail or by going to your campus Student Support Officer. Studies Advisers will be available to meet students outside specified times if the need arises.

You should expect your Studies Adviser/Personal Tutor to be available and approachable. If you experience any difficulties in contacting or interacting with your Studies Adviser/Personal Tutor you should inform your Head or Deputy Head of Department.

4. You should not regard your Studies Adviser/Personal Tutor as a convenient source of basic information (e.g. class timetables) which is readily available to you elsewhere (e.g. in your Student Handbook, or the notice board).
5. You are strongly advised to have an initial meeting with your Studies Adviser/ Personal Tutor in the first semester.
6. You do not have to meet with your Studies Adviser/Personal Tutor if you feel you do not need to do so.

HIGHER EDUCATION GRADUATION

All students who successfully complete their course of study by the middle of June and whose qualification is recognised by the relevant Awarding Body/College Exam Board will be invited to attend the Awarding Body and College Higher Education Graduation ceremony. Any student who has not completed their course of study by the time of the Exam Board in June can in certain circumstances complete their course of study before the Exam Resit Board in the following September. However, these students may not qualify for the College Graduation ceremony until September of the following year but may participate in the winter graduation held by the regional Universities.

STUDY SKILLS FOR HIGHER EDUCATION STUDENTS

This section will be of particular value to students with no recent educational experience but should be of some assistance to everyone. It covers three main topics:

1. Taking Lecture Notes
2. Reading for Study
3. Preparation and presentation of essays.

TAKING LECTURE NOTES

WHY LECTURES?

Lectures are one of the main ways in which teaching in Higher Education differs from that in schools; a great deal of the material and guidance on this course will be dispensed in the form of lectures. In Colleges/universities much more of the responsibility for learning lies with the individual student. It is expected that you will spend a lot of time learning **on your own** without the kind of close supervision which you received at school.

Of course you can expect to receive all sorts of help from your lecturers but remember the **initiative** rests with you. Lecturers at a College/Campus have to do more than teach - though that is one of their primary responsibilities. They also have an obligation to engage in scholarly work which advances knowledge and understanding in their field of expertise. The traditional view is that this will result in ideas and information at the forefront of current thinking being passed on to students. Lecturers form an important link between what you will find in books and other published materials, and the approach and opinions of someone who spends a lot of time thinking about the issues in question.

WHY SHOULD YOU TAKE NOTES?

Making notes is the means by which you build up a record of your learning. It also helps you to learn as you go along. When you listen to a lecture you are "processing" the information you receive. Your notes are a running commentary of your own understanding of what you hear. Taking notes also helps you to concentrate, to focus, to keep alert, and to remember what you have heard, later on. The main value of your lecture notes will be as a memory aid when you are revising for exams; perhaps also as an information source for assignments. It is essential, therefore, that you keep them in a form, which makes them usable for these purposes.

TAKING NOTES AT LECTURES

It helps to know in advance what the lecture is going to be about. The lecturer may say what she/he is going to cover next time; consult the course outline; have you been given advance reading to do? The main purpose is to help you "orientate" yourself towards what is going to be said, or it may be that the lecture will rely upon you already having some basic information upon which to build. Try not to be late - you may miss crucial context - setting information. Even the first few sentences of the lecture might be vital to your understanding of what is going on.

Try to engage in **actively** listening to the lecture. You will not soak up information like a human sponge. The more you engage **mentally** with what is being said the more likely you are to understand it and relate it to what you already know. The very act of taking notes will help because this requires you to process information within milliseconds of hearing it.

Lecturers will differ in how they structure their lectures. You will have to adapt to a variety of styles. What you are looking for is an understanding of what the lecturer's main points are, and how they have been developed and explained. Try to distinguish between the main points and the details - most lecturers will give you "signposts" - verbal pointers - to help you to do this. Many will begin by giving you an outline of the topic or issue to be discussed. Sometimes they will want you to record very specific information - this may be presented on the chalkboard or overhead projector. Sometimes they will even dictate the actual words which you ought to write down. Try to identify **key words**, words or phrases which recur, and which may sum up the lecturer's main message. These will express the main ideas.

Look out for digressions - some might be for light relief, some may contain useful information slightly off the main track. Others are points which have just occurred to the lecturer. Watch for points emphasised by the lecturer - "I want to stress this" or "the key to understanding this approach is". Watch also for summaries: "To sum up", or "So what we have here is" These can be very useful.

Pick out the main points. Deciding how much detail to include is not always easy, and you will have to work out what is best for your own special needs. Do not become preoccupied with the words, by trying to take down everything that is said. What is important is the meaning. You should aim to get down just enough material to reconstruct the material for later use. You need a basic outline of what has been said, together with such supporting details as will enable you to link important points and ideas together. If you understand the need for attentive, active listening, and the need to be able to relate the lecture to what you already know, you will soon get an idea of what information you need to take note of.

The greatest difficulty is when you do not understand the lecture, or cannot keep up with it. Try to find out whether a substantial number of students are experiencing the same problems - it could be that the lecturer's approach is too advanced or that his/her presentation makes comprehension difficult. In cases like this the matter should be raised with the lecturer concerned, and if it cannot be resolved, with the Senior Course Tutor.

If the problem applies only to you, or to just a few students try to work out where the difficulty lies. Have you done enough advance preparation? Do you have difficulty understanding the lecturer's way of speaking? Are you so unfamiliar with the whole subject area that you have too little background knowledge to relate new ideas to? If you try to get to the heart of the problem you will be in a better position both to seek help from others and to work out solutions for yourself.

After the lecture is over it is tempting to put away your notes and forget about them until you really need them again. But you should **check them over** very soon after the lecture, either straight away or no later than the next day, while what was said is still fresh in your mind.

Are they legible? Is the structure clear? Have you missed out anything important? Are there references to follow up? Do you understand your notes? It may be useful to cross-check your notes with a classmate, helping each other to clarify what was said. Store your notes carefully. Often a loose-leaf file is the best system, as they can be arranged and added to as you go along.

The layout of notes: a clear and simple layout will help you to read the information easily, and may also help you to keep it in your mind. Do leave plenty of space so you can make additions or alterations later on. It is a good idea to devise a numbering system to help you divide up the subject-matter according to the main points, less important points and points of supporting detail.

You could use the decimal system:

1	Main heading
1.1	First idea
1.1.1	Opposing arguments
1.1.2	Supporting arguments..... etc

Or a mixture of letters and numbers:

A, B, etc.	Main headings
a, b, etc.	Sub-headings
(1) (2) etc.	Points

Another common combination uses large and small Roman numerals:

I, II etc.	Main section
(i), (ii) etc.	Sub-section

Remember to underline important points, or consider a colour code for highlighting parts of the text. Diagrams, charts and tables can be very helpful. If you are really well organised you might be able to apply some of these techniques as you go along, but most visual clues will be easier to add during the review stage of your notes.

The language of notes: do not aim to write your notes in complete sentences. Leave out unnecessary words: work out abbreviations to suit the subject matter: Govt. = government: T.U. = trade union CofI = Church of Ireland etc.

Remember - your page of notes may bear very little resemblance to a page of a textbook.

READING FOR STUDY

WHY READ?

Reading the written word is fundamental to all academic work - it is the essential route into the subjects you are studying. It gives you access to the thinking of huge numbers of people who have considered the subjects down through the years. Through reading we discover the structure and organisation of a particular academic subject. We learn the kinds of facts which are examined, and how these are approached.

It is important to realise that we read for many different purposes: and it follows that the way in which we approach our reading varies according to the purpose. Broadly speaking there are four styles of reading:

1. **Receptive reading**; this is the reading we do most commonly and which is close to simply "listening" to the author. It takes place at a steady, easy pace.
2. **Reflective reading**; this occurs when we need to think carefully about what we are reading - to analyse, compare, weigh up arguments. There are frequent pauses to think about the material. This kind of reading is particularly necessary for study purposes.
3. **Skimming**; this involves running the eyes down a text very rapidly, to give a good general impression of what the material is about.
4. **Scanning**; also involves running your eyes over a text, but in this case you are on the lookout for particular points. It is very useful for looking up answers to particular questions or for specific references.

It can be quite illuminating to think about what you are trying to do when you read. Are you trying to remember facts? Are you trying to pick out ideas for an essay? Are you trying to build up a better picture of the author's viewpoint? Are you interested in weighing up underlying ideas and the relationship between them, or are you just content to memorise facts. Try to think about the task you have to do, and vary your approach according to the task.

LEARNING FROM READING

Let us suppose you have selected a chapter of a book for detailed reading, and you need to take notes from it which will be useful later on, for revision, or for an essay. To begin with, remember that an approach which focuses on understanding, rather than mere memorisation is likely to be more productive in the long run. You might like to try the old "SQ3R" formula. Many students find this useful.

S = Survey

Leaf through the chapter quite quickly, concentrating on the first and last paragraph. Look at the section heading.

Q = Question

Now think of the questions this chapter might answer. What concepts are you likely to encounter? What theories might be put forward? What arguments might be considered? What conclusions might be reached? This helps to focus your attention on what you are reading; to construct the author's arguments in your mind as you read; to relate your reading to what you know already, and to what you need to find out.

IR = Read

Only now are you ready to start reading the chapter. Read the whole of it moderately quickly and in a **receptive** fashion, trying to get an overall grasp of the contents. Don't make notes yet. That tends to make you concentrate on details rather than getting an overview, and you can't be sure of being able to identify the main ideas until you have read the whole passage. You should now divide the chapter into sections and read each one carefully and thoughtfully. It is still best to avoid taking notes during this stage.

2R = Recall

Now you are ready to take notes. After reading each section stop to make sure you have understood it. Can you restate the main ideas in your own words? Now take notes, trying to indicate the main points and supporting ideas. Try to write notes in your own words. In this way you are processing the information and helping to make it a part of your own thinking. This will in turn make it easier both to use and to revise from your own notes later on. Occasionally, of course, you will want to include a quotation, using the author's own exact words - this can be very useful, providing it is not a substitute for your own thinking.

3R = Review

Finally skim through the chapter again. Have you got the main ideas? Have your questions been answered? Do your notes make sense? Have you now grasped what the chapter is about?

The "SQ3R" approach can help you to read purposefully and systematically. Try it out on a chapter you have to study, to test it for yourself. After you have tried it out you may want to continue to use it, either as it stands or with modifications.

Do make use of your fellow students. Discussing your reading in a small group can be a most effective way of getting to grips with the material, and can lead to new ideas being generated. This kind of discussion can take place quite informally, and can be very interesting and enlivening.

PREPARATION AND PRESENTATION OF WORK

As a student you will be expected to produce work in a variety of circumstances, principally as part of your coursework/assignments, and also as answers to questions in end-of-module exams. This section is directed mainly to the writing of term-time work, but some of the advice may be just as applicable to the answering of exam questions.

Approach your assignment positively - it can be a very valuable learning opportunity. Expressing yourself and your ideas in written form is an important step in mastering new information and new thinking. Assignments give you a chance to get feedback from your module tutor about his/her assessment of how well you have understood, and how well you can communicate. They give you practice for answering exam questions, provide valuable revision material, and help you identify areas of strength and weakness.

Do check out carefully specific requirements for the assignment. How long should it be? Must it be presented in any particular way? Is there any particular format or convention with which you must conform? How many parts are there to the question and what weight is to be given to each? Discuss it with fellow students. If you are still in real doubt about what is required, ask your lecturer.

UNDERSTANDING THE QUESTION

You must look very closely at the precise wording of the question. What exactly is the task you are being asked to undertake? Look for the vital words/phrases which determine exactly what you must do. A list of the key directive words commonly found in essay titles and exam questions follows:-

Compare	Look for similarities and differences between; perhaps reach a conclusion about which is preferable.
Contrast	Set in opposition in order to bring out the differences.
Criticise	Give your judgment about the merit of theories, opinions or truth; back your judgment by reference to the evidence or reasoning involved
Define	Set down the precise meaning of a word or phrase. In some cases it may be necessary (or desirable) to examine two or more definitions of the same thing.
Describe	Give a detailed or graphic account of.
Discuss	Investigate or examine the arguments; sift and debate them; give reasons for and against; examine the implications of.
Evaluate	Make an appraisal of the worth of something; judge its truth or usefulness; perhaps include your personal opinion.
Explain	Make plain; interpret and account for; give reasons
Illustrate	Use a figure or diagram to explain or clarify; or make clear by the use of example.
Interpret	Expound the meaning of; make clear and explicit. This often requires giving your own judgment also.
Justify	Give adequate grounds for decisions or conclusions; answer the main objections likely to be made to them.
Outline	Give the main features, or general principles of a subject, omitting minor details.
Relate	Show how things are connected to each other, and to what extent they are alike, or affect each other.
Review	Make a survey of, examining the subject carefully.
State	Present in a brief, clear form.
Summarise	Give a concise account of the chief points of a matter, omitting details and examples
Trace	Follow the development or history of a topic from some point of origin.

COLLECTING THE INFORMATION

Start early: It will take more time than you anticipate collecting together all the information you need. Do some preliminary thinking and start to do some background reading as soon as possible after you know the title of the work? The most obvious source is any reading suggested by your lecturer, but you may find other sources yourself: Scrutinise the bibliographies of the recommended books/articles, there may be a span of books on the library shelves - look at their indexes and tables of contents. Remember your own notes and do not ignore wider sources such as newspapers or magazines, TV or radio programmes. Keep a notebook with you - jot down ideas, facts, examples, references, quotations as you come across them. Always record your sources, the author and title of the book, the name of the speaker. You will have to give full credit to these sources in due course, usually in a bibliography at the end of your essay. Never use another writer's words or ideas without acknowledgement - **plagiarism is a serious academic offence.**

DRAWING UP A PLAN

Having a plan or outline for your work gives you a vital shape or structure from which to work. It helps to identify the main themes and ideas and arguments which you intend to follow. The traditional basic framework of "a beginning, a middle and an end" has a lot to recommend it.

Any work should consist of an introduction, the information and argument, and the conclusion. The introduction might cover definitions, if such are necessary, some explanation of what you understand by the title, the aspects of the topic you intend dealing with and why, and perhaps the broad arguments which you consider will support your answer. In other words, it will give your reader a clear idea of what is to follow.

The information and argument - the body of the work - will take each of the main points of information and argument and develop them, with examples and illustrations. We shall return to the actual process of doing this later on.

The conclusion will summarise your main theme. It will often include a firm answer to the question based on the material you have deployed - or even just a tentative one, if you think the available evidence is insufficient for a firm answer; and it might offer some thoughts on future trends and wider implications.

As for the relative length of each section, there are no hard and fast rules. However, it's worth thinking in terms of the introduction taking up no more than 10% and the conclusion about 15%.

Always plan - it may take just a few minutes (as in an exam or as much as an hour for an assignment). But only by having a plan will you be able to present your answer in a coherent, logical and concise fashion.

WRITING IT UP

There are many ways of presenting a good assignment once you know the material you wish to communicate. It is often a good idea to write a first draft and then leave it for a while before reviewing it. Quite often you will find inconsistencies, disconnections and irrelevancies.

Style Writing style is much less important than you might think. What is really important is to write with clarity of meaning, and correct grammar and punctuation. Avoid also slang, jargon, colloquialisms and abbreviations. Your main objective is to be clear and concise, so that your reader can follow your argument with ease.

Organisation In general, it is quite a good idea to show your reader the stages by which your argument develops. Think about how to divide it up. "Signposting" can be very useful - it can help if you use headings to introduce new topics. They establish and reinforce the coherence of your thinking; they enable your reader to see clearly the precise aspect or issue of the topic which you are addressing. They allow you to move from one issue to another without the need for complex linking sentences. However, some lecturers may not like this approach so do check out that it is acceptable. Beware also of using too many headings.

The following is **one** way of setting out and organising an essay:

(a) **Hypothesis and theme: statement of problem**

This is akin to an abstract in a good academic journal. Introduce the problem you are going to discuss and the methods you are going to use in doing so. State your case in general terms, describe the opinion you are going to support in the rest of the essay. You may next comment briefly on what other scholars have had to say about the subject. Finally, summarise the overall theme of your essay indicating the main points you will make and the order in which you intend to present them. This will give your reader a clear idea of what to expect, and will greatly assist his/her comprehension. There is one additional point on expressing your opinion. Even though the task may ask you for your views, it is customary to avoid using the first person singular 'I' or 'my'. As a rule of thumb, don't use this unless it is unavoidable.

(b) **Factual material**

In this next section, present the relevant factual material drawn from the books or other sources you have used. In other words, before offering opinions of your own, show the reader what you know about the subject.

(c) **Analysis of factual material**

Here you show the reader what you think about the subject or issues by carefully considering the material you have presented. Draw together points from the descriptive section (b), showing important inter-relations between them which were not apparent or obvious until this stage. In this way, the argument sketched in the Hypothesis and Theme (a) will now become completely clear.

(d) **Conclusion**

In this last section, restate, in terms of the descriptive material you have presented and analysed, the essay's hypothesis and theme.

In other words, this is the final restatement of your argument, referring once again to the evidence and analysis necessary to support your case.

*The following is **one** way of setting out a report.*

SHORT FORMAL REPORT

Title

At the top of every report (or on a title page, for lengthy ones) should be the title of the report (its subject), who has prepared it, for whom it is intended, the date of completion and the status of the report ('Confidential' or 'Urgent').

I) Terms of Reference

Here is laid out the scope and purpose of the report: what is to be investigated, what kind of information is required, whether recommendations are to be made etc. (This section may more simply be called 'Introduction', and may include the details set above under 'Title'. The title itself would then give only the subject of the report.)

II) Procedure or Method

This outlines the steps taken to make an investigation, collect data, put events in motion etc. Telephone calls or visits made, documents or computer files consulted, computations or analyses made etc should be briefly described, with the names of other people involved.

III) Findings

In this section the information itself is set out, with appropriate headings and sub-headings, if the report covers more than one topic.

IV) Conclusions

This section allows for a summary of main findings (if the report is complex and lengthy). For a simpler report it may include action taken or decisions reached (if any) as a result of the investigation, or an expression of the overall 'message' of the report.

V) Recommendations

Here, if asked to do so in the terms of reference, the writer of the report may suggest the solution to the problem investigated so that the recipient will be able to make a decision if necessary.

VI) Appendices

When additional information is required which does not appear in the body of the report, it should be provided as an appendix, and should be referred to in the main text of the report.

ACKNOWLEDGING SOURCES.

As we noted earlier, it is essential to identify the sources not only of direct quotations from other authors, but also of ideas drawn from them. The first essential is a bibliography at the end of your assignment listing (in alphabetical order according to author) all the books, articles and other publications which you have used or consulted in writing your assignment. In addition, quotations should be acknowledged and attributed as they occur in the text of your assignment, generally giving author's name, year of publication, book/journal etc and page reference. Even where you are not quoting directly from an author you must acknowledge him/her as the source of some idea or information which you are using in your assignment. The acknowledgement need only consist of a phrase such as: "According to Black (1986)" Supporting information or matters tangential to your main argument might be included as footnotes, either on a page by page basis, or at the end of the main body of the assignment.

PRESENTATION

Don't neglect the appearance of what you have written. Is it well laid out, neat and easy to read? If you have access to a typewriter or word processor all well and good. On the other hand, if you have not, an assignment written in longhand is perfectly acceptable, provided it is **legible**. It is almost impossible for a reader to follow your thinking if she has to pause constantly to decipher the words. You will be penalised for unreadable handwriting, indirectly if not directly. Do leave space for your lecturer's comments.

FINAL CHECK

Here is a check list to help you decide if you should be happy with your efforts:

- Have I answered the question I was asked?
- Have I, if necessary, divided up the question into its component parts, and answered these?
- Have I written clearly and simply, and is the work the right length?
- Are the grammar, punctuation and spelling correct?
- Is the work neatly and legibly written, or word processed?
- Have all the important aspects/issues been dealt with - and in sufficient depth?
- Is the content relevant - and are the facts and theories correct?
- Is each main point supported by facts/examples/argument?
- Have I acknowledged all my sources of ideas and information, by references in the text and in the Bibliography?
- Does the assignment move smoothly and logically from one part or section to the next, and from one paragraph to another?
- Have I made a convincing case, which I could support in a discussion?
- Once you are satisfied on these counts, it is essential to take a copy of your assignment. If the original goes astray - and it sometimes happens - all your work will not have been for nothing.
- Do use the feedback provided by your lecturer as a learning stage. She/he might suggest new ideas, differing opinions, other examples, improvements of one sort or another. These are worth considering, especially while the assignment is still fresh in your mind.

- Finally, talk to your fellow students. Exchange ideas with them, discuss work together. You may see how differently other people have tackled the same subject: you may learn something about topics which you did not tackle. The feedback and information you receive from your papers may even be as valuable as that from your lecturers!

ASSESSMENT

The College operates an Assessment Policy which:

- aims to provide fair and informed assessment for its students;
- complies with the assessment regulations of accredited awarding bodies;
- provides an assessment schedule for the course within six weeks of commencement specifying hand out and hand in dates;
- includes a procedure for appeals against assessment.

Assessment may be formative and/or summative. Formative is designed to support and guide students in their learning, using inclusive methods, whilst summative is designed to enable students to demonstrate fulfillment of the objectives of the course of study and achievement of the required standard. The policy relates to both types of assessment but especially to summative due to its role in certification. Course teams are encouraged to integrate formative assessment within their programmes. Assessment strategies are designed to fulfill requirements of the curriculum as specified by the relevant Awarding Body.

Support is offered to students as appropriate, to enable them to reach the required standard, providing equality of access to opportunity for assessment

Special arrangements for assessment, e.g. environmental, extra time for students with learning difficulties and disabilities, etc, may be made in accordance with the awarding body procedures, where these have been notified in advance to the Examinations section. Extra support to overseas students may be provided in line with awarding body regulations. **Please see Appendix 3 for the College Assessment Policy.**

ACCREDITATION OF PRIOR LEARNING (APL)

Within APL there are two main categories:

- APCL – the Accreditation of Prior Certificated Learning, that is, learning for which certification has been awarded by an educational institution or another education/training provider;
- APEL – the Accreditation of Prior Experiential Learning, that is, uncertificated learning gained from experience.

Accreditation of Prior Learning (APL) is the generic term used for awarding credit on the basis of demonstrated learning that has occurred at some time in the past. The process acknowledges that adults can learn not only by attending courses but also through paid or unpaid work, and their own self directed learning.

The South West College recognises the need for an Accreditation of Prior Learning (APL) Policy as part of its mission to widen access and participation. The use of APL will vary according to the needs of the course and student group. The overall aim of the Policy is to provide a framework within which APL will be implemented flexibly and fairly. **Please see Appendix 1 for the College APL Policy.**

PLAGIARISM

When writing papers you must not plagiarise.

DEFINITION

Plagiarism is passing off the ideas or words of someone else as though they were your own. It applies equally to the work of other students as to published sources. It takes many forms with widely different levels of culpability. It covers a long continuum lying between legitimate co-operate amongst colleagues at one end to downright cheating and theft of intellectual property at the other. **Students should be aware that the College has recently purchased a plagiarism detecting software package TURNITIN. Please see Appendix 5 for the College Plagiarism Policy.**

HOW TO AVOID PLAGIARISM

All work is marked on the assumption that it is the work of the student: the words, diagrams, computer programmes, ideas and arguments should be their own. However, much coursework, and project work, will be based on what students have read and heard and it is important that they show where, and how, their work is indebted to their sources. Students are therefore advised as follows:

COPYING

Never copy anything without explicit acknowledgement as described below 'quoting'. This includes copying the work of other students.

QUOTING

Quoting directly from a book or paper is entirely provided that it is referenced properly:

- Quotations should be in inverted commas
- Sources should be given in a format which would enable another person to look it up easily, for example by:
 - a) *numbered footnotes; or*
 - b) *quick reference (e.g. Smith, 1986, p89) with a more detailed source in the bibliography at the end.*

Whatever system is followed, students should list sources used in a bibliography or reference section at the end of each piece of work.

PARAPHRASING

Paraphrasing means putting someone else's ideas into your own words. Paraphrasing is entirely acceptable provided that it is acknowledged.

A rule of thumb for acceptable paraphrasing is that an acknowledgement be made in every paragraph. There are many ways in which such acknowledgements can be made (e.g. "Smith goes on to argue ..." or "Smith provides further proof that ..."). As with quotation, full details of the source used must be given at some point in the work.

GENERAL INDEBTEDNESS

This can be the trickiest area - when in doubt students should err on the side of caution. If the whole way in which students think about an issue is basically drawn from one source then the source should be mentioned. If the ordering of evidence and argument on the organization of material reflects one particular source, then this should be stated.

PENALTIES FOR PLAGIARISM

Plagiarism is a very serious offence against scholarship. It is appropriate that the punishment should reflect the seriousness of the offence. In cases of established plagiarism in coursework a zero mark may be awarded. In cases of suspected plagiarism a student may be asked to resubmit coursework at the discretion of the Course Director. It may be necessary for the resubmission to be on a different topic or comprise different questions from the original coursework.

Substantial plagiarism in a dissertation can result in a mark of zero.

COPYING OTHER STUDENTS' WORK AND ALLOWING WORK TO BE COPIED

Please note that copying the work of another student is no different from plagiarizing published sources. Students who plagiarise work and students who knowingly allow their work to be plagiarised will be subject to the appropriate penalties.

Where, after proper investigation, a deliberate attempt to deceive is established, the students may be expelled from the Campus.

REFERENCES AND BIBLIOGRAPHIES

Students are expected to acknowledge books and journal articles used in the preparation of assignments and project work by including a list of references and a bibliography with each one. It is therefore essential to record full bibliographical details of texts consulted while studying. These details (author, title, publisher, place and date of publication, journal reference etc.) can be noted conveniently on cards or slips, arranged in alphabetical order. It is also useful to note the source of the reference - whether it was found in the library catalogue, periodical index, a published bibliography or a book. This record then enables any item to be traced quickly if it is needed again at a later date.

In the presentation of a written work a **reference** is necessary to acknowledge a piece of writing by another author which has been referred to or quoted directly. A **bibliography** is a list of literature on a given subject, which, in the case of an essay or report, means a list of books, and journal articles which were read and found relevant to it. There is no need to put an item in the bibliography if it has already been quoted in the references.

There are several systems in use for citing work by other writers and organising the publication details in a standard format. A modified version of the Harvard system is commonly used and is recommended as follows:

BIBLIOGRAPHY

At the conclusion of your assignment or report, you should always include a bibliography section which lists all the books, magazine articles, internet information and any other source material which you have used for information in your piece of work.

These works are listed by author's surnames, where possible, and include the following details:

Bennett, Roger	Employee Relations (3rd Edition) Pitman Publishing 2004
Corrigan, Kieran	Class notes, Organisation and Behavior May 2001
Labour Relations Agency www.lra.org.uk	Visited 20 March 2006.
Mullins, Laurie	Management and Organizational Behavior (8 th ed.) Pitman Publishing 2006
Naylor, John	Management Financial Times Publishing 2002
Tierney, Susan	'HRM within the modern day organization' Belfast Telegraph 15 February 2007.

If you quote directly from a book or writer, you should highlight the quote in your piece of work and include the details in a reference page which is set out exactly the same as the bibliography.

If you include both a reference and a bibliography for your assignment, the reference page comes first.

PREPARATION FOR EXAMINATIONS

Examiners are looking for sound knowledge of the subject matter supported by evidence of critical judgment, a firm grasp of principles and evidence of the ability to relate knowledge to the situations posed in the examination.

There are a number of weaknesses among examination candidates of which the main ones are:

- Inadequate preparation
- A tendency to reproduce lecture notes or parts out of textbooks without evidence of real understanding or critical appreciation
- Reliance on lecture notes unsupported by intelligent reading
- Failure to read the question carefully and direct answers to the question as it is posed
- Introduction of irrelevant material
- Failure to organize and plan answers in a logical manner
- Inability to write continuous prose in a clear and logical fashion
- At the end of a typical exam question you should ask yourself the following - the examiner will be asking the same questions
- Does the answer meet the point of the question?
- Is the written style clear? Is the answer, on the whole, grammatical?
- Is the structure sensibly chosen?
- Is there a balance between the various points of the answer?
- Are there serious errors of fact or judgment?
- Are the examples carefully chosen and relevant to the point that they are supposed to illustrate?
- Are there explanations of the examples or are they left to "speak for themselves"?
- Are appropriate writers actually named in the answer to show evidence of reading?

EXAMINATION GUIDELINES

Before the examination you must:

- Bring photographic evidence of identity e.g. student card, driving license or passport.
- If issued with a Statement of Entry, please bring this with you to the examination.
- Check the starting time of the examination and ensure you are present at least 15 minutes before the official start time unless requested to attend earlier.
- Check to see if a calculator or a dictionary is permitted. Only calculators of a certain specification may be used. Individual candidates are responsible for bringing a calculator into the exam room if permitted. It is not the responsibility of the College to provide calculators.
- Check the location of the room well in advance of the exam date and time.
- Bring adequate pens (black/blue), rulers, pencils etc into the examination room. Pencil cases must be placed on the floor at the start of the exam.
- Enter the examination room only when authorised to do so by the invigilator.
- Put all coats and bags at the front or back of the room as instructed by the invigilator, and not by your examination desk.
- Switch off devices capable of transmitting and receiving data, personal stereos or other items which may distract other candidates and leave them in your coat or bag.
- Give the invigilator any papers which may accidentally have been brought into the examination room.
- Go to the designated seat number as directed by the seating plan and remain silent.

During the examination you must:

- Obey all instructions by the invigilator.
- Place your photographic identification on your desk so that it is visible to the invigilator.
- Use only South West College - Omagh Campus examination stationery for all work including all rough work.
- Not use correction fluid or correcting pens.
- Not bring food or drink into the examination room. However, in the event of a 3 hour examination, water may be taken into the room.

You must not:

- Start writing until told to begin by the invigilator.
- Attempt to read the work of any other student.
- Talk or communicate in any way with any other student.

To leave the examination room

- All candidates must remain in the examination room for at least 1 hour's duration and should respect other candidates by moving away quietly from the examination room when finished. No re-admittance to the examination room will be allowed.

After the examination you must:

- Stop writing when the invigilator tells you.
- Remain in your seat without talking.
- Leave all papers on your desk.
- Leave the examination room immediately when the invigilator tells you to do so.

GENERAL UNIVERSITY COURSE APPEALS PROCEDURES

EXTENUATING CIRCUMSTANCES AND ACADEMIC APPEALS PROCEDURES:

Guidance for Partner Institutions and Collaborative provision.

DEFINITIONS

The University of Ulster and Queens University Belfast generally operate two linked procedures (Extenuating Circumstances and Academic Appeals) to deal with the assessment of students who are unable to attend, submit coursework or sit examinations. The procedures also deal with circumstances in which the student feels their performance was adversely affected by events beyond their control. The key principles of the procedures include the following:

- **Challenges to academic judgment are not permitted under either procedure.**
- **Examiners will not allocate additional marks to compensate for extenuating circumstances. The student must undertake further assessment in the module(s) concerned.**
- **An Appeals Panel cannot make academic judgments. If an appeal is upheld the student will be permitted to complete, take, or repeat the assessment.**
- **An appeal will not be allowed on the grounds of complaint about the delivery or management of a course. Students should raise any concerns or complaints about any aspect of programme delivery or supervision as soon as they arise.**

Students should note that where academic appeals arise involving other awarding bodies such as EDEXCEL the College will apply its own internal policies and procedures relating to academic appeals and extenuating circumstances. Please see Appendix 2 for the College Assessment Appeals Procedure.

EXTENUATING CIRCUMSTANCES

Extenuating circumstances are circumstances beyond the control of the student which either prevented attendance at an examination, or submission of course work by the due date. It may also be the case that a student attended an examination or submitted coursework but their performance was adversely affected by extenuating circumstances. Although often medical in nature, anything which is unforeseeable or unpreventable may be considered an extenuating circumstance (for example, a family bereavement).

The following is an extract from the University's Regulations governing student assessment in coursework and examinations:

- (a) Save in exceptional circumstances:
 - (i) Written medical evidence, or evidence of compassionate circumstances, relevant to the performance of a candidate in an examination must be presented to the Course/Subject Director not later than five working days following the examination;
 - (ii) Written medical evidence, or evidence of compassionate circumstances, relevant to the performance of a candidate in coursework must be presented to the Course/Subject Director by the date on which the work was due to be submitted.
- (b) The term 'exceptional circumstances' will be given a restrictive interpretation.
- (c) Evidence of ill-health must be authenticated by the candidate's medical advisor. Medical certificates should be forwarded directly to the Course/Subject Director. Self certification will not be accepted.

It should be noted that the presentation of extenuating circumstances is the student's responsibility and is their main safeguard against what might otherwise be unfair assessment. Claims for extenuating circumstances should be made at the time the circumstances occurred and submitted no later than the deadlines stipulated above.

Evidence of extenuating circumstances shall be considered by the relevant board of examiners or, in respect of semester one performance, by the course committee.

Students should note that a successful outcome of such a plea will always involve further assessment in the module(s) concerned; the examiners will not allocate additional marks to compensate for the extenuating circumstances.

In relation to the submission of coursework, a student may have made a request to the course director for an extension to the deadline for submission of coursework in the light of extenuating circumstances. If an extension has been granted, the board or course committee should take this into account in considering further evidence.

If the board or course committee considers that the extenuating circumstances have had an adverse effect on the student's performance, the board/committee will allow him/her to take the assessment again, normally as for the first time ("first sit") with no restriction on the maximum mark which may be obtained. Where the student is already taking the assessment again (repeat candidate), the student is allowed a further attempt with the normal restriction that the maximum mark obtainable is the pass mark. If the Board considers that the circumstances did not affect the candidate's performance, a progress decision, including as appropriate the consequence of failure, is made in accordance with regulations. **Please see Appendix 6 for the College Submission of Coursework Policy and Extenuating Circumstances.**

**Students may obtain the appropriate Extenuating Circumstances Form
from the College Campus Examination Office**

ACADEMIC APPEALS

Section 5 of the QAA's Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Academic appeals and student complaints on academic matters (March 2000) provides guidance on effective policy and procedure for dealing with appeals and complaints:

- Institutions should have effective procedures for resolving student complaints and academic appeals. Students should have a full opportunity to raise, individually or collectively, matters of proper concern to them without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected.
- The procedures should be ratified by the governing body or other body with ultimate corporate responsibility and should form a part of the institution's overall framework for quality assurance.
- Institutions should ensure that their procedures are fair and decisions are reasonable and have regard to any applicable law.
- Institutions should address student complaints and appeals in a timely manner, using simple, transparent procedures. Informal resolution should be an option at all stages of the complaints procedure and should operate, in the first instance, at the level at which the matter arose.

Whilst evidence of Extenuating Circumstances may be received, by the appropriate personnel, at any time throughout the student's course of study, the Academic Appeals procedure only comes into play after a Board of Examiners has sat and students have been advised of their mark (by course committee in respect of semester one 'first sit' decisions). Students should have the right of appeal, in appropriate circumstances, against a decision of a Board of Examiners.

Specifically, University of Ulster Regulations, in common with other Higher Education (HE) establishments, stipulate that a candidate may appeal against a decision on academic progress:

- (a) On the basis of new evidence of extenuating circumstances, relevant to his/her examination performance which, in his/her view was not in the possession of the board of examiners at the time of the Board's initial decision about his/her academic progress; or
- (b) On the basis of procedural or other irregularities in the conduct of the examinations or in the decision-making process. A procedural irregularity is normally regarded as a deviation from published examination arrangements which has not been notified in advance to students or which has been applied to some but not other students in the course/module.

In the case of new information on extenuating circumstances, students should note that the original decision of the Board will be confirmed if:

- (a) It is determined that the student has not submitted any new information or that he/she has not provided a satisfactory explanation for his/her failure to supply the information by the date(s) prescribed in the Regulations; or

- (b) There is no contemporaneous, independent, medical or other evidence to support the appeal.

The academic judgment of the examiners is not open to appeal. Appeals are made to an Appeals Panel. An Appeals Panel cannot make academic judgments, that is, it cannot change a student's marks to enable an assessment to be passed or the classification of an award to be changed. Instead, if an appeal is upheld the student will be permitted to complete, take, or repeat the assessment which, if successful, will enable the student to proceed to the next stage of the course or to complete it.

An appeal will not be allowed on the grounds of complaint about the delivery or management of a course after a student has presented himself/herself for examination. Students should raise any concerns or complaints about any aspect of programme delivery or supervision as soon as they arise.

The Appeals Procedure gives the student the right to submit an appeal to an Appeals Panel and guarantees that the student will not suffer any disadvantage where they do so in good faith. While privacy and confidentiality will be maintained, the student should be aware that evidence which is submitted will normally be made available to staff involved in considering the appeal and will be held on file at the conclusion of the process.

The Appeals panel will not consider an appeal if it is deemed to be vexatious or frivolous. **Please see Appendix 2 for the College Assessment Appeals Procedure.**

PROCEDURE FOR CONSIDERING APPEALS AGAINST DECISIONS ON ACADEMIC PROGRESS

Appeals against decisions of Board of Examiners (or Course Committee in respect of Semester 1)

1. Boards of Examiners determine the academic progress of students on the basis of their performance in examinations and other forms of assessment.

A student may appeal against a decision of the Board:

- a) On the basis of evidence of extenuating circumstances, relevant to his/her examination performance which, in his/her view, was not in the possession of the Board at the time of the Board's initial decision about his/her academic progress; or
 - b) On the basis of procedural or other irregularities in the conduct of the examinations.
2. Course Committees are empowered to allow a first sit in semester 2 arising from extenuating circumstances which affected a student's performance during semester 1. Appeals may be made to request such an outcome in accordance with these procedures. In such cases for "Board of Examiners" read "Course Committee".
 3. Provided a student submits to the Course Director, by a specified date following the decision of the Board, a written appeal, stating the grounds on which it is made, the decision will be reviewed in accordance with the following procedures.

Appeals on the basis of extenuating circumstances

4. Appeals on the basis of extenuating circumstances shall be considered by the appropriate South West College - Campus Appeals Panel chaired by a senior member of staff such as the Head of Curriculum and Business Development who is not associated with the course.
5. Students are normally entitled to be heard in person and to be accompanied by a member of the College Course Team or Student Representative. However, panels have discretion not to interview students where the written evidence is convincing.
6. The Head of Curriculum and Business Development shall prescribe dates on which appeals shall be heard. Once agreed, dates should be strictly adhered to.
7. Details of the dates are obtainable from the College Examinations Office.
8. The Board of Examiners shall:
 - a) Agree that the chairperson (as set out in 4 above) accompanied by the Head of School and Course Director shall comprise the Appeals Panel or, exceptionally, nominate members of the Board in their place;
 - b) Agree with external examiners their involvement in the process.

Note: Boards of Examiners may not, in considering evidence of extenuating circumstances, deem a candidate to have passed an assessment and to recommend a (classified) award or higher class of

award. The options available to Boards and Appeals Panels, in considering evidence of extenuating circumstances, are either:

- a) Deem the candidate to have passed and recommend an Aggregate award; or
 - b) Permit the candidate to complete, take or repeat the assessment.
9. Students are advised by the appropriate South West College - Campus Examinations Office that those who wish to appeal should obtain the appropriate **Appeal form SAI** from the College Examinations Office. Students should complete and return the form to the Examinations Office by the dates specified.
 10. Each form is checked and the student asked to complete any sections overlooked.
 11. A written acknowledgement of receipt is given to the student by the College Examination Officer. This acknowledgement will indicate the date and place (but not the time) where the student's appeal will be heard. The Office will maintain a record of each form received.
 12. The Office keeps a copy of section A of the form and forwards the original to the Chairperson of the Board.
 13. Members of staff who receive appeals directly from students should refer them to the College and to the Head of Curriculum and Business Development.
 14. A schedule of interviews is drawn up and the Examination Office will notify each student of the date, time and place of the proposed interview.
 15. The Appeals Panel considers the appeal and subject to 5 above interviews the student, if the student has indicated that he/she so wishes.
 16. The Course Director or nominee is required to provide for the meeting a copy of the course regulations together with a record of the student's marks/grades for the current year and for previous years where appropriate.
 17. Consideration of appeals shall be in accordance with these procedures.
 18. If the Panel decides:
 - a) that no new information has been submitted, or that the student has not provided a satisfactory explanation for his/her failure to supply the information by the dates prescribed in the Regulations, the initial decision of the Board is confirmed;
 - b) that new information has been submitted and that the student has provided a satisfactory explanation for his/her failure to supply the information by the dates prescribed in the Regulations, he/she amends or confirms the initial decision of the Board.
 19. The Chairperson completes Section B and returns the completed form to the Examinations Office. The decision is then communicated to the student through the Examinations Office by recorded delivery. Where a decision of the Board has been amended a formal communication is sent to the student with a copy to the Course Director.
 20. Any other correspondence, together with the original form, is also sent to the Course Director to be placed on the student's file.
 21. The Head of Curriculum and Business Development and the College Examination Office retains a copy of each completed form.
 22. The College Examinations Office prepares for the University of Ulster and the College's Head of Quality an annual summary of the number of appeals received, and initial decisions amended.
 23. Chairpersons of Boards may bring to the attention of the College Course Committee and Examinations Office any matters of concern relating to the implementation of these procedures.

Appeals on the basis of procedural or other irregularities

24. Students are advised by the College Examinations Office that those who wish to appeal should obtain the appropriate Appeal form from the *College Examinations Office*. Students complete and return the form to the Examinations Office by the dates specified.
25. Each form is checked and the student asked to complete any sections overlooked.
26. A written acknowledgement of receipt is given to the student by the Examinations Office which will maintain a record of each form received.

27. The Office keeps a copy of Section A of the form and forwards the original to the Chairperson of the Board.
28. The Chairperson of the Board completes Section B and forwards the form immediately to the Head of Curriculum and Business Development.
29. If the Head of Curriculum and Business Development decides that a prima facie case does not exist he/she completes Section C and returns the form to the Examinations Office which will advise the student by recorded delivery of the decision. Appeals will not be allowed on the grounds of complaint about the delivery or management of a course after students have presented themselves for examination.
30. If the Head of Curriculum and Business Development decides that a prima facie case does exist he/she invites two senior staff (e.g. Head of School) who were not associated with the original decision to join the panel, chaired by the Head of Curriculum and Business Development, to consider the case.
Note: If the Head of Curriculum and Business Development and the Board of Examiners agree that a prima facie case does exist and both parties are agreed on the amendment to be made to the original decision, it will not be necessary to convene a panel. The form should be returned to the Chairperson of the Board for completion of Section D. The decision is communicated to the student through the Examinations Office by recorded delivery.
31. The panel considers the appeal and if the original decision is re-affirmed the Head of Curriculum and Business Development shall communicate with the student. If the original decision is to be referred back to the Board, the *Appeal* form shall be forwarded immediately to the Chairperson of the Board for consideration.
32. The Chairperson of the Board shall determine, in the light of the panel's comments, if the original decision of the Board is to be confirmed or amended. If the Board finds difficulty with the findings and advice of the panel, the Chairperson is required to refer the matter to the College Director who will convene a meeting of key staff for further discussion. Unresolved disputes should be referred to the chair of the Board of Governors Education Committee.
Note: The response of the panel to the Board should normally be made within two weeks of the receipt of the appeal and the response of the Board should normally be made within one week of receiving the response from the panel.
33. The Chairperson of the Board completes Section D of the form. The decision is then communicated to the student through the College Examinations Office by recorded delivery. Where a decision has been amended a formal communication is sent to the student with a copy to the Course Director.
34. Any other correspondence, together with the original form, is also sent to the Course Director to be placed on the student's file.
35. The Examinations Office retains a copy of each completed Appeal form.
36. The Examinations Office prepares for the University of Ulster and the College Head of Quality an annual summary of the number of appeals received, and initial decisions amended.
37. Chairpersons of Boards may bring to the attention of the College Course Committee and Examinations Office any matters of concern relating to the implementation of these procedures.

Extract from University Regulations Governing Examinations in Programmes of Study:

Presentation of evidence of extenuating circumstances

38. (a) Save in exceptional circumstances:
 - (i) Written medical evidence, or evidence of compassionate circumstances relevant to the performance of a candidate in a written examination must be presented to the Course Director not later than five working days following the examination;
 - (ii) Written medical evidence, or evidence of compassionate circumstances relevant to the performance of a candidate in coursework must be presented to the Course Director by the date on which the work was due to be submitted.
- (b) The term 'exceptional circumstances' will be given a restrictive interpretation, and a candidate claiming such circumstances must do so in writing in accordance with clause 42.

- (c) Evidence of ill-health must be authenticated by the candidate's medical adviser. Medical certificates should be forwarded directly to the Course Director. Self certification will not be accepted.

Appeals

- 39. A candidate may appeal against a decision on academic progress:
 - a) on the basis of evidence of extenuating circumstances, relevant to his/her examination performance which, in his/her view, was not in the possession of the Board of Examiners at the time of the Board's initial decision about his/her academic progress; or
 - b) on the basis of procedural or other irregularities in the conduct of the examinations.

STUDENTS UNDERTAKING ANY OTHER HIGHER EDUCATION COURSES SHOULD CONTACT THEIR COURSE DIRECTOR/PROGRAMME ADMINISTRATOR FOR DETAILS OF THE COLLEGE APPEALS PROCEDURE.

DISCIPLINARY PROCEDURE

1. INTRODUCTION

The Student Disciplinary Policy & Procedure provides a framework for student behaviour, in order to ensure the proper functioning or activities of the College for those who work or study in the College.

- The South West College, as a community, has obligations relating to the care of, and responsibility for, its members.
- The College has a duty to protect its reputation.
- The College is committed to maintaining the standards set out in its Vision, Mission Statement and strategic objectives.

2. CODE OF CONDUCT

The major principles which form the basis of acceptable student conduct are:

- Students are expected to respect and observe the rules and regulations of the College.
- Students conduct themselves in an orderly manner, both in their academic and recreational activities, while they are in attendance at the College, and /or engaged in any College activity.
- Students should respect the rights and privacy of other staff/students of the College.
- All students are expected to maintain regular attendance, produce satisfactory work, meet course requirements, maintain safe working practices and comply with College regulations as set out in the Learner Agreement and Student Handbook.
- Action may be taken against a student in breach of the above conditions in accordance with the following disciplinary procedures.
- The student shall have the right to appeal.

2.1 DEFINITION OF MISCONDUCT

The general definition of “misconduct” under these Disciplinary Procedures is improper interference, in the broadest sense, with the proper functioning or activities of the College, or those who work or study in the College; or action which otherwise damages the College.

The following shall constitute misconduct:

- a) Conduct within the College which interferes and disrupts or obstructs the activities of the College, or of members of staff of the College carrying out their duties, or of any other person legitimately on the College premises, for example as another student, or a visitor, or a supplier of services to the College.
- b) Violent, indecent, disorderly, threatening or offensive behaviour or language whilst on College premises or engaged in any other College activity.
- c) Breach of the College’s ICT Acceptable Use Policy e.g. abusive or offensive emails including using someone else’s e-mail. Using College computer resources to download material of a pornographic nature from the internet, or in any other way to transmit or retrieve material of this kind.
- d) Fraud deceit, deception or dishonesty in relation to the College or its staff or in connection with holding any office in the College or in relation to being a student of the College;
- e) Action likely to cause injury or impair safety either on College premises or on any other sites associated with the College through its professional or other programmes;
- g) Defacement of, or deliberate damage to, any property of the College, or any property of a member of the College on College premises (including damage resulting from negligence);
- h) Acts of disturbance which threaten the rights and privacy of any staff/students, whilst on College premises, engaged in College activity, or resident in College owned or managed accommodation;
- i) Harassment of any kind, including sexual or racial harassment of any student, member of staff or other employee of the College or any authorized visitor to the College, including that committed by electronic or other remote means;
- j) Unfounded and malicious complaints brought against a member of the College under the College Student Complaints Procedures;
- k) Possession, use, sale or distribution of alcoholic beverages or illegal/prescription drugs, or being under the influence of the same, on College premises or at official College sponsored activities off campus.
- l) Smoking within any College building, or in any other unauthorised area.
- m) Absence without permission or other good reason from scheduled classes. Poor attendance which is not justified by illness or other good reason (see College attendance policy).
- n) Failure without good reason to meet assignment deadlines.
- o) Eating or drinking in workshops, IT Rooms, the College Learning Resource Centre, or other unauthorised areas.
- p) Using a digital device (e.g. mobile phone, MP3 Player etc) in any way which is contrary to College Policy.

- q) Theft or damage, especially malicious or negligent damage, to College property, or theft or damage to property of the College community on College premises, on other premises used by the College, or while travelling to/from College premises on public or College transport. This can include damage to or other interference with computers or software system administration or supplies belonging to the College.
- r) Academic cheating, including plagiarism, forgery, impersonation and any other form of cheating in assessments or examinations.
- s) Unauthorised use or alteration of College documents or stationery; or fabrication of documents or stationery purporting to be College documents or stationery; or impersonation of College staff, or other persons associated with the College. Misuse or unauthorised use of College name or logo, or other conduct likely to bring the College into disrepute.

3. DISCIPLINARY PROCEDURE

Stage 1 – Oral Warning:

- Repeated acts of unacceptable behaviour for a student of the South West College.
- **Administered by the Course Tutor.**
- To be removed after 3 months.

Stage 2 - First Written Warning:

- Failure to improve after a Stage One warning or breaching College rules.
- **Administered by the Curriculum Manager.**
- To be removed after 3 months.

Stage 3 – Final Written Warning:

- Failure to improve after a Stage Two warning or serious actions likely to affect your own and/or other students' course progress.
- **Administered by the Head of Department/Deputy Head of Department at the relevant campus with the relevant Curriculum Manager.**
- To be removed after 6 months.

Stage 4 – Suspension:

- Failure to improve after a Stage Three warning or more serious actions likely to cause serious disruption.
- **Administered by the Head of Department** at the relevant campus.
- Length of suspension will be determined by the offence to be removed after 6 months after which the student will revoke back to stage one.

Stage 5 – Expulsion:

- Acts of gross misconduct, failure to improve after a Stage Four warning, or habitual wrong doing will result in immediate suspension with a view to dismissal.
- **Administered by the Campus Manager at the relevant campus with the Head of Department.**

Note : Students on any of the above stages of the disciplinary procedure must be moved to their next stage regardless of the offence.

3.1 ROLE OF STUDENT SUPPORT OFFICER

All disciplinary matters should be administered through the Student Support Officer in each campus to ensure confidentiality, fairness and equality. The relevant staff will inform the Student Support Officer, preferably via email, of the student to be disciplined and the level of warning. The Student Support Officer/Administrator will draw up the paperwork and forward it to the appropriate staff. They will also hold all records centrally. It is the role of the Student Support Officer to support all students in the College.

3.2 ADMINISTRATION OF DISCIPLINARY PROCEDURE

- a) At the time the student is being disciplined, all staff members involved must be present (Head of Department, Student Support Officer, Student and Parent/Guardian depending on the severity of the warning).
- b) A record of student's warning should be photocopied for all involved with the student if over 18 he/she will receive the original or if under 18 the original is posted to his/her parent/guardian.
- c) A file of student discipline records should be held with the Student Support Officer and a record noted into the Student Individual Student Learning Agreement.

4. DISCIPLINARY APPEALS PROCEDURE

A student may take up an appeal against a disciplinary decision at any stage of the above procedure. In each case the appeal should be made by the student, in writing, within 5 working days of the disciplinary decision. The appeal will be considered within 7 working days of the receipt of the request for appeal and the decision resulting from the appeal will be given to the student, in writing, within a further 5 working days or reasons given as to why an extended period is necessary. If a student does not sign the warning then this should be interpreted as an appeal. If a student refuses to co-operate with the appeal process (without presenting extenuating circumstances) the appeal should consider the facts available and make their decision.

Stage 1 Appeal (Oral Warning):

- At this stage the appeal should be made to the Programme Administrator* responsible for the Programme, who will consider the appeal, make the necessary investigations and respond within the timescale given above.

Stage 2 Appeal (First Written Warning):

- At this stage the appeal should be made to the Head of Department/Deputy Head of Department* who will consider the appeal, make the necessary investigations and respond within the timescale given above.

Stage 3 Appeal (Final Written Warning):

- At this stage the appeal should be made to the Campus Manager* at the relevant campus who will consider the appeal, make the necessary investigations and respond within the timescale given above.
- *In a case where the person identified to hear the appeal was the originator or contributed to the warning, the appeal should be heard by the person identified at the next appeal level.

4.1 SUSPENSION OR EXPULSION APPEAL

Requests for appeal at this stage should be addressed to the Secretary of the Governing Body. The appeal will be considered by a committee consisting of two members of the Education Committee of the Governing Body (excluding the Director) and a senior member of College staff. No member of this panel should have been directly or indirectly involved in any earlier stage of the procedure as it applied to the student, or with any earlier appeal, or with any aspect of the original cause(s) of complaint against the student. The student may give supporting evidence to this appeal committee and may be accompanied by a parent or fellow student or by a member of any students' representative association. This committee will consider the appeal and respond with its final decision within the timescale given above. The decision of this committee is final.

4.2 CASES INVOLVING CRIMINAL ALLEGATIONS

The following procedures apply where the alleged misconduct would also constitute an offence under the criminal law if proved in a Court of Law:

- a) Where the offence under the Criminal Law is considered to be not serious, action under this Code may continue, but such action may be deferred pending any police investigation or prosecution but the student will still be disciplined in line with the student disciplinary procedure.

5. MONITORING & REVIEW

5.1 The College will establish appropriate information and monitoring systems to assist the effective implementation of our Student Disciplinary Policy and Procedure.

5.2 The College will ensure that adequate resources are made to promote this policy effectively and is committed to reviewing this policy on a regular basis.

COMPLAINTS PROCEDURE CUSTOMER SUMMARY

It is our aim to provide all students, trainees and other customers, clients and stakeholders with, a high quality service. Occasionally situations may arise when individuals are not content with aspects of the service they are receiving or with the way they are being treated.

If you have a complaint about any aspect of our service the following process should be followed:

- 1) Initially complaints should be resolved by an approach to the member of the College staff most directly involved.
- 2) If resolution is not possible or you feel this is inappropriate, the complaint should be forwarded in writing to the Quality & Performance Manager at the College, using a Complaint Form (available from the Campus Reception).
- 3) Your complaint will be acknowledged within three working days and investigated and answered within ten working days or reasons given as to why an extended period is necessary.
- 4) If you are still unhappy or feel that your complaint has not been adequately dealt with, you will have access to an appeals mechanism. Please contact The Secretary to the Governing Body for further details.

This procedure is set out in the 'Complaints Procedure' which is available from your Campus Reception. The Complaints Procedure aims to enable students to bring matters of concern about their experiences of our services and provision to our attention and to provide the College with the opportunity to investigate those concerns with the aim of a satisfactory resolution.

Remember we are happy to try and resolve any genuine complaint which you may have. It is only by doing so that we can attempt to improve the service which we offer.

Please return the Complaint Form to:

Quality & Performance Manager South West College

Dungannon Campus, Circular Road, Dungannon, Co. Tyrone BT71 6BQ

COLLEGE POLICIES

COLLEGE PROPERTY

Any student who willfully damages College property will be held responsible, and will be subject to the appropriate disciplinary procedures. As aid to security, CCTV cameras are located around the College, and the daily activity of the College is recorded. The recordings may also be used as evidence in internal disciplinary cases and video recordings of serious incidents and possible criminal activity may also be given to the police as evidence. Students shall only use any machines or equipment with a member of staff present and only after the appropriate training. Protective clothing, footwear, skin and eye protection must be worn at all times as directed by College staff in the appropriate situations.

Any student not meeting these requirements will not be permitted to continue in the class. Consumption of food and drinks is not permitted in any classroom or workshop. Deliberate damage to, or interference with the lifts or fire alarm system will be viewed as a serious breach of College regulations. No posters, notices or other advertising materials may be displayed without the permission of the Director and then only on a designated notice board.

Disciplinary action will be taken and may result in the termination of enrolment and/or legal action being taken.

NO SMOKING

In line with the introduction of the Smoking (NI Order) 2006 which came into force on 30th April 2007, smoking is not permitted in any College premises. Any person found breaching this order will be disciplined in accordance with the College Disciplinary Policy.

HEALTH & SAFETY POLICY

South West College operates a Health and Safety Policy. It is expected that all those involved with the College will work in the interests of the Health & Safety of all users of the College site. This will include acting in accordance with safety procedures and safe working practices, doing nothing which damages the fabric of the College or its equipment or which otherwise threatens the safety of others; reporting to the College personnel incidents/damage which threatens the well-being of any users of the College.

The College takes seriously its responsibilities with regard to Health & Safety and anyone engaged in activities which are deemed threatening to their own safety or that of others is liable to the College Disciplinary Procedure being evoked.

DRUGS AND THE LAW

The law on the age at which you can drink alcohol is complicated. Before the age of 18, you are not allowed to buy alcohol in pubs or shops, drink alcohol in pubs or outside in public places. It is also unlawful for anyone else to buy alcohol for you if you are under 18 and the drink will be consumed in a pub or public place.

ALCOHOL

- **At 16** - they can have bought for them wine beer or cider (but not other alcohol) if it is an accompaniment to a meal in a restaurant or a room used for meals in a pub or hotel. You can only do this if someone aged 18 or over is with you at the meal and buys the alcohol.
- **At 18** - they can buy and drink alcohol in a bar.
- **At 18** - they can apply for a licence to sell alcohol. (Licensing Act 1964).

TOBACCO

Smoking is not illegal at any age but under 18s can have their tobacco confiscated by a uniformed police officer or park keeper. Smoking is banned in all public places and workplaces, whatever your age.

- **At 18** - a young person can buy cigarettes, tobacco and cigarette papers.

ILLEGAL DRUGS

The supply and use of drugs is controlled under the Misuse of Drugs Act 1971 where substances are grouped in 3 classes A, B, C. The table below gives details:

CLASS OF DRUG	TYPE OF DRUGS
CLASS A	Opium, Heroin/Methadone, Cocaine/Crack, LSD, Ecstasy, Magic Mushrooms (processed), Cannabis Oil (derived from herbal cannabis) Class B drugs prepared for injection.
CLASS B	Amphetamines e.g. Ritalin, Barbiturates, Codeine.
CLASS C	Mild amphetamines, Anabolic steroids, Benzodiazepines (minor tranquillisers e.g. temazepan, diazepam), some stimulant, anti-depressant and anti-obesity medicines, Cannabis resin, Cannabis herb, GHB (Gamma hydroxy butyrate). Class C also includes Anabolic Steroids: although possession of anabolic steroids for an individual's own use is not an offence, unlawful/possession with intent to supply is an offense.

Please note:

- Although a Class C drug the maximum penalty for supply/possession with intent of cannabis is 14 years.
- Magic mushrooms are not illegal to possess or eat in their raw state, but it is an offence to process them, dry them, store them or use them in tea, stew etc.
- The above table refers to some commonly available drugs. It is not a complete list of controlled drugs.

MEDICINES

The Medicines Act 1968 controls the retail and wholesale supply of medicines. There are three categories:

- Substances on the General List which can be sold anywhere
- Substances on the pharmacy Medicines List which do not require a doctor's prescription but can only be sold by chemists
- Prescription Only Medicines which must be prescribed by a doctor.

OTHER DRUGS AND SUBSTANCES

Solvents and volatile substances - it is illegal to misuse solvents or volatile substances. It would be almost impossible to enforce the law because of the wide availability of a range of substances which can be abused by sniffing the fumes. The Intoxicating Substances Supply Act 1985 makes it an offence to supply under 18 year olds with a substance which the supplier knows, or believes, will be used to achieve intoxication.

ANABOLIC STEROIDS

These are Prescription only medicines widely misused in sports and bodybuilding. Their use is banned under the International Olympic Committee rules.

ALKYL NITRITES

Otherwise known as amyl or butyl nitrates. The supply and possession of these is legal.

ILLEGAL DRUGS FOUND ON COLLEGE PROPERTY

If a member of staff finds any illegal substance on College property the following steps should be followed:

- 1) Take possession (if practical, have a witness present)
- 2) Report immediately to one of the designated lecturers, or in their absence, the Director, who will inform the relevant outside authorities.
- 3) Complete a written report for the attention of the Director

SUSPICION OF DEALING IN ILLEGAL DRUGS

If a member of staff suspects that trafficking in illegal drugs is taking place on College property, the following steps should be followed:

- 1) Inform immediately the designated lecturer/s
- 2) an investigation will be carried out by the designated lecturer
- 3) If confirmed, he/she will inform parents/guardians, inform relevant outside authorities and inform the Director who will suspend the student pending a recommendation to the Governing Body from expulsion.

As the above procedures are a sensitive issue, it is essential that all records are dealt with in a confidential manner. Questions relating to the media will only be covered by the Director or nominated person.

ALCOHOL

Students will not be permitted to bring or consume alcohol on College property. In some cases, adults may be permitted to consume alcohol on the premises e.g. presentation ceremony etc. with the advance permission of the Director. Alcohol is served with meals in the College restaurant as part of the training process and RWE function.

STUDENT CODE OF PRACTICE: GOOD RELATIONS AND CULTURAL DIVERSITY

Under Section 75 of the Northern Ireland Act (1998) the South West College is required to have due regard to the desirability of promoting Good Relations and is committed to the principle of Community Relations:

- Equity
- Diversity
- Interdependence

WHAT IS THE COLLEGE 'S COMMITMENT?

The College values the diversity brought to it by individuals and believes that the College benefits from engaging students from a variety of backgrounds, allowing it to meet the needs of a diverse student population in a multicultural society. The South West College is also committed to supporting students to explore diversity and support tolerance and acceptance of different cultures and interests. This takes place through induction, ongoing training and promotional literature aimed at existing and potential students. **In addition the College is obliged to treat all students with dignity and respect and to seek to provide a positive learning environment which is free from harassment, victimization or discrimination in relation to religious beliefs, political opinion or persuasion, racial group, age, marital status, gender, sexual orientation, disability or dependency.**

WHAT YOU CAN DO TO PROMOTE EQUALITY AND GOOD RELATIONS

- Strive to promote a harmonious environment and acceptance of other people's beliefs and cultures by giving careful consideration to what you wear, say and do.
- Be aware of other people's views, perspectives and of aspects of the College's services which may adversely affect them.
- **Respect diversity and difference, challenge racism wherever it occurs and promote inclusiveness in the day to day life of the College.**
- Be aware of Human Rights and try to preserve the rights of individuals as far as possible.

WHAT YOU WEAR

The College strives to promote a harmonious environment and educate students to the sensitivities of wearing clothing or displaying emblems which are deemed offensive. It has taken the view that the wearing of any clothing or emblem which is deemed to have a "sectarian significance" whether intended or not should be viewed as unacceptable. In this context of "sectarian significance" the Equality Commission has highlighted Rangers and Celtic tops, bags, etc, explicit paramilitary regalia and inappropriate wearing of symbols as having sectarian overtures.

The wearing or display of such items is actively discouraged by the College.

WHAT YOU SAY AND DO

Inappropriate references to race, culture, religion, sexual orientation and disability should be avoided. There are terms which students should never use in any context and which, if used, can constitute bullying, racial or sectarian harassment and can cause extreme offense.

Examples of inappropriate terms:

African/Afro-Caribbean origin:	Coloured, Wog, Nigger
Chinese/Korean/Japanese/Filipino/Tibetan origin:	Jingly, Paki, Towel Wearer
Members of the Gay and Lesbian Community:	Poofter, Pansy, Dyke, Fag
Persons with a disability:	Spastic, Moron, Stumpy, Retard, Cripple

BULLYING

If you are experiencing bullying please contact a member of College Staff and we will ensure you receive appropriate support. All forms of bullying are completely unacceptable and the College will deal with bullying seriously taking appropriate disciplinary action.

It's your responsibility to:

- Help to ensure a learning environment in which the dignity of every student is respected and which is free from sectarianism, racism and harassment.
- Adhere to associate College policies and practices.
- Challenge racist, sectarian or discriminatory remarks or behaviour among your fellow students. Remember this includes remarks made on internet social chat rooms and text messages and e-mails.
- Report incidents of racism, sectarianism or discrimination to your student union representative, programme administrator or indeed any member of staff.
- Support fellow students who are being harassed/bullied.
- Participate fully in any training/induction programmes which the Colleges organises in the area of Good Relations/Cultural Diversity.
- Attend focus groups or forums where issues can be addressed and resolved in an informal manner.
- Strive to include students of all backgrounds in your day to day College and social life.
- Make sure you don't shorten names of ethnic minority students or give nicknames. Learn the proper pronunciation of any student's name.
- Respect the fact that everyone is an individual.

HOW TO MAKE A COMPLAINT

The College is committed to providing the highest quality of service to all students. A complainant should make all reasonable effort to attempt to resolve the situation initially with the person with who the perceived difficulty has arisen or by an approach to the member of staff most directly involved e.g. course tutor.

If the situation is more serious and you wish to make a formal complaint you can invoke the College General Complaints Procedure.

WE WELCOME YOUR VIEWS

The College aims to create a positive, inclusive ethos where issues of good relations, stereotyping and discrimination can be discussed openly.

If you have any views on the Code of Practice we would like to hear them. Please contact Sharon Pritchard Student Support Manager at: sharon.pritchard@swc.ac.uk.

DISABILITY POLICY FOR STUDENTS

POLICY STATEMENT

The Disability Policy for Students sets out the College's commitment to both potential and existing students with a disability and those whose disability worsens during their studies. The College will seek to encourage students to disclose a disability and to ensure that students with a disability are protected from discrimination and have equal access, where appropriate, to the full range of College facilities and services. The College will treat all students with respect and dignity, and seek to provide a positive learning environment free from disability discrimination, harassment or victimisation.

South West College recognises its obligations under the Disability Discrimination Act (DDA) 1995 (as amended by Article 5 of the Disability Discrimination Order 2006), Special Educational Needs Disability (Northern Ireland) Order 2005 and its statutory obligations.

Copies of the Disability Policy for Students are obtainable from Student Services in each Campus or you can download the policy from the College website: www.swc.ac.uk

For further information contact:

Dungannon Campus :

Enniskillen Campus :

Omagh Campus :

0845 603 1881 Ext 3614

0845 603 1881 Ext 2225

0845 603 1881 Ext 5226

GENERAL INFORMATION

CAR PARKING

OMAGH CAMPUS

There is a car park located at the rear of Omagh Campus which provides 150 spaces, with an additional four designated spaces for disabled drivers. On exit from the car park, there is an automatic barrier, which operates using a swipe card. In addition to the above, there is a voice activated system linked at Reception for the use of visitors, deliveries etc. There is also a CCTV camera situated at the entrance/exit linked to a monitor at Reception. Students wishing to secure a car parking permit must apply to the College Administration Supervisors on an annual basis.

DUNGANNON CAMPUS

Car parking for students is not a right but a privilege and there are ample carparking spaces around the College grounds. The campus is busy and all drivers are asked to drive slowly and with care and to give way to pedestrians. Please co-operate by not parking on double yellow lines, boxes or disabled parking areas - these are there to facilitate emergency services and people with disabilities. Car parking for students may be withdrawn if there is misuse of a car on College premises. Use of car on College premises which endangers others may lead to suspension or expulsion.

ENNISKILLEN CAMPUS

The car park beside the main building is reserved for staff use. Students should park in one of the nearby car parks - there are two on the Derrychara Road. Reserved car-parking for students with disabilities are provided at the front of the College and in the courtyard to the side of the Main Block.

MOBILE PHONES

Increasingly, over the past few years, it has become commonplace for students to have mobile telephones in their possession. On occasions this has caused some problems during classes and has led to disruptions to both lecturing staff and fellow students. The College policy on mobile telephones during classes is that they must be switched off during the duration of all classes. Students who do not abide by the policy may have the College Disciplinary Procedure invoked against them.

NO MOBILE TELEPHONES SHOULD BE TAKEN INTO ANY EXAMINATION ROOM - THIS IS STIPULATED BY ALL AWARDING BODIES.

CASH MACHINE (OMAGH CAMPUS)

There is a cash machine located at the entrance to the front of Omagh Campus along Mountjoy Road.

PUBLIC TELEPHONES

Public telephone are located in designated areas around each of the campuses, ask at reception for further information and/or directions.

VENDING MACHINES

Vending machines and hot refreshments are located in designated areas around each of the campuses, ask at reception for further information and/or directions.

USEFUL COLLEGE CONTACTS

TITLE	NAME
Director	Malachy McAleer
Head of Curriculum & Business Development	Michael McAlister
Head of Client Services Enniskillen Campus Manager	Leo Murphy
Head of Corporate Services Omagh Campus Manager	Celine McCartan
Dungannon Campus Manager Quality and Performance Manager	Eileen Kenny
Head of Department - Training	Maria Hackett
Head of Department - Professional Services	Tom McBride
Head of Department - Social Sciences	Fidelma McAleer
Head of Department - Technology	Michael McAlister
Human Resources Manager	Eimear Rushe
Student Support Manager	Sharon Pritchard
Information Learning Technologies Services Manager	Ciara Duffy
Management Accountant	Elaine O'Hanlon
Financial Accounting Officer	Colette Dennison

STATIONERY

A comprehensive range of stationery is available for sale in the Learning Resource Centre Reception at each campus.

CAFETERIA

Each campus has a cafeteria for students, staff and also members of the general public. There is a wide variety of snacks, sandwiches and hot food on offer and the cafeterias are a popular meeting place for students.

CAMPUS	SERVICE PROVIDER	OPENING TIMES MON – THURS	OPENING TIMES FRI
Dungannon	Scolarest	8.30 - 4.00pm	8.30 - 2.00pm
Enniskillen	Sodexo	8.30 - 9.00pm	8.30 - 2.00pm
Omagh	Scolarest	8.30 - 8.00pm	8.30 - 2.00pm

RESTAURANTS

Cuisine at its finest is the mantra of the South West College training restaurants at Dungannon, Enniskillen and Omagh. The tasteful elegance of each restaurant provides the perfect location for a relaxing meal served to the highest standards by young training professionals.

For enquires and meal bookings contact:

Dungannon Campus :	(Etcetera Restaurant)	0845 603 1881 Ext 3616
Enniskillen Campus :	(The Erne Restaurant)	0845 603 1881 Ext 2299
Omagh Campus :	(The Gallery Restaurant)	0845 603 1881 Ext 5433

HAIR & BEAUTY SALONS

Each campus at South West College has its own in-house Hair and Beauty salons where hairdressing and beauty therapy students practice the latest techniques and treatments to develop their training skills. These salons are open to the general public offering attractive discounted rates.

For further information or to book an appointment contact:

Dungannon Campus :	Beauty Salon	Tel: 0845 603 1881 Ext 3609
	Hair Salon	Tel: 0845 603 1881 Ext 3615
Enniskillen Campus :	Hair & Beauty Salon:	Tel 0845 603 1881 Ext 2229
Omagh Campus :	Hair Salon:	Tel: 0845 603 1881 Ext 5224

FIRE EVACUATION GUIDELINES

Any person discovered a fire should:

- 1) **Sound the Alarm** - the alarm is activated by breaking the glass at fire alarm call points situated throughout the building or via automatic smoke detectors also at various points throughout the building.
- 2) **Call the fire brigade** - or contact Reception who will contact the fire brigade directly.
- 3) **Attack the fire if possible** - using the appliances provided but without taking personal risks.
- 4) **On hearing the alarm leave the building** - by the nearest available exit and proceed to the Assembly Point.

DO NOT USE LIFTS

Procedure to be allowed :

- Evacuate all classrooms/workshops etc. in an orderly manner upon hearing the alarm
- Leave the building by the nearest exit - DO NOT USE LIFTS
- Close doors behind you
- Go to the Assembly Point
- Remain at the Assembly Point until authorised to leave.

DO NOT TAKE RISKS

DO NOT STOP TO COLLECT BELONGINGS

FIRST AID CONTACTS

Dungannon Campus First Aid

If a medical emergency occurs on South West College Dungannon Campus premises and a First Aider is required, telephone one of the First Aiders listed below:

NAME	EXT	NORMAL WORKING LOCATION
Sheila Lynd	3632	Secretary
Diane Quinn (appointed person)	3662	LRC
Martina Meenagh	3685	Catering
Karen Fee	3676	Hairdressing/ Beauty
Thomas Carson	5207	Interserve Dungannon
Gary Patterson	5207	Interserve Dungannon
Denver Ritchie	3647	Engineering Workshop
Arlene McGregor	3651	Evening Duty Manager

If a medical emergency occurs after 5.00pm, telephone College Reception who will then contact the Evening Duty Manager.

Enniskillen Campus First Aid

If a medical emergency occurs on College premises, and a First Aider is required, contact one of the following:

NAME	EXT	NORMAL WORKING LOCATION
Betty Frazer	2210	C11
Rosemary Welsh	2276	C11
Donna Flynn	2274	C11
Sheila Gribbin		
Michelle McCauley	2305	M510

If any of the above are not available contact Reception on Ext 2215 or 2201, or in an emergency dial 2399.

Technology & Skills Centre Enniskillen First Aid

If a medical emergency occurs on College premises, and a First Aider is required, contact one of the following:

NAME	EXT	NORMAL WORKING LOCATION
Marie Allen	2315	
Dermot Feely	2323	SC23 Skills Centre
Tony McGrath	2333	SC10 Skills Centre
Gareth Rooney	2319	SC12 Skills Centre
Andrew Cathcart	2342	

If any of the above are not available contact Reception on Ext: 0.

**ACCIDENT & EMERGENCY DEPARTMENT ERNE HOSPITAL
MONDAY – FRIDAY 9.00 AM TO 9.00 PM**

Omagh Campus First Aid

If a medical emergency occurs on South West College Omagh Campus premises and a First Aider is required, telephone the First Aider on mobile telephone number: **07834 129214**

NAME	EXT	NORMAL WORKING LOCATION
Frances Beattie	5217	Ground Floor
Emma Gallagher	5414	Ground Floor
Louise Mullan	5223	Ground Floor
Sarah McElhill	5415	Floor 1,2 & 3
Mary Gormley	5282	Floor 1,2 & 3
Mairead Gallagher	5213	Floor 1,2 & 3
Roisin Bradley (support first aider)	5304	
Pat O'Hanlon (support first aider)	5363	
Des O'Doherty (support first aider)	5317	
Declan McGirr (support first aider)	5711	
Clive Reid (support first aider)		
Gareth Donnelly		

If a medical emergency occurs after 5.00pm, telephone College Reception who will then contact the Evening Duty Manager.

DISCLAIMER

At the time of print this Higher Education Handbook is as up to date as possible, although please be aware that information changes from time to time. If some information requires further clarification please consult your Course director.

CAMPUS DETAILS

Cookstown Campus

Burn Road
Cookstown
Co Tyrone
BT80 8DN
Tel: 0845 603 1881
Fax: 028 8676 1818
Textphone: 028 8772 0625

Dungannon Campus

Circular Road
Dungannon
Co Tyrone BT71 6BQ
Tel: 0845 603 1881
Fax: 028 8775 2018
Textphone: 028 8772 0625

Enniskillen Campus

Fairview, 1 Dublin Road
Enniskillen
Co Fermanagh
BT74 6AE
Tel: 0845 603 1881
Fax: 028 6632 6357
Textphone: 028 6634 2278

Omagh Campus

2 Mountjoy Road
Omagh
Co Tyrone
BT79 7AH
Tel: 0845 603 1881
Fax: 028 8224 1440
Textphone: 028 8225 5237

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HIGHER EDUCATION

ACCREDITATION OF PRIOR LEARNING

If requested, the College will make the policy available by means of alternative formats including large print, Braille, audio cassette and computer disc. The policy can also be downloaded from the College intranet and made available in alternative languages as required.

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ACCREDITATION OF PRIOR LEARNING POLICY

1.0 INTRODUCTION

The South West College recognises the need for an Accreditation of Prior Learning (APL) Policy as part of its mission to widen access and participation. The use of APL will vary according to the needs of the course and student group. The overall aim of the Policy is to provide a framework within which APL will be implemented flexibly and fairly.

2.0 WHAT IS APL?

2.1 Accreditation of Prior Learning (APL) is the generic term used for awarding credit on the basis of demonstrated learning that has occurred at some time in the past. The process acknowledges that adults can learn not only by attending courses but also through paid or unpaid work, and their own self directed learning.

2.2 Within APL there are two main categories:

- c) APCL – the Accreditation of Prior Certificated Learning, that is, learning for which certification has been awarded by an educational institution or another education/training provider;
- d) APEL – the Accreditation of Prior Experiential Learning, that is, uncertificated learning gained from experience.

2.3 Prior learning which may be considered for assessment and accreditation which may have been gained in a number of ways, for example;

- a) in paid work;
- b) in unpaid work;
- c) as a result of courses attended in education establishments or at work;
- d) through self-directed study;
- e) through leisure pursuits.

2.4 Specific and general credit:

- a) Specific or general credit may be given for prior learning.
- b) Specific credit may be given for learning which is equivalent to particular course modules. To claim specific credit, the student must show that the previous learning or experience matches the content and the learning outcomes of the module(s). Normally credit will be given where the student provides evidence of meeting a minimum of 80% of the learning outcomes of the module they are seeking credit for.
- c) General credit may be given for previous learning which can be shown to be generally relevant to the course being studied. To claim general credit the applicant must be able to show that the previous learning is appropriate to the programme of study in terms of content, level and

quality. The claim will be judged on the same academic standards as claims for specific credit and applicants will be asked to define what they have learned by means of a set of learning outcomes.

- d) Wherever possible, applicants will be encouraged to claim specific credit, but the general credit option may be used where appropriate. It may be that an applicant satisfies the general credit requirements (e.g. 120 credits at level 1 required for admission to level 2) but does not fully meet the specific credit requirements in terms of an appropriate match of prerequisite knowledge, subject content and learning outcomes. In these circumstances an applicant may be required to take an appropriate module(s) at level 1 (and credits) in addition to the regular course of study for level 2 of the programme.
- e) Where applicable the awarding body or Higher Education Institution policy and regulation regarding credit will work in conjunction with this policy and will reserve the right to make final decisions regarding credit and admission.

2.5 How is APL Used:

APL is used to:

- a) Widen access for adults who want to enter undergraduate and professional courses by awarding them credit so they may be admitted onto the relevant level.
- b) Award specific credit within modularised programmes at undergraduate and postgraduate levels.

2.6 The benefits of APL:

- a) Widens participation by providing opportunities for adult learners.
- b) Enables the course team to widen recruitment to their course.
- c) Identifies course team to the needs of a learner before entry. It enables appropriate referrals to be made for any additional support necessary to complement the guidance available from the College.
- d) Enables the student to identify their initial academic needs and the knowledge and skills gained through work based learning, other relevant experience, as well as prior certificated learning.
- a) Enables the student to have their existing knowledge and skills formally recognised which may then reduce the period of study needed to gain an award.
- b) Enables learners to reflect on their knowledge, skills and experience before entry, encouraging greater self-awareness and may lead them to take more responsibility for organising their own learning at other stages of their course.

2.7 Principles

- a) Credits may be given for both formal learning and experiential learning. The resulting credits are of the same value as those gained within the Institution.
- b) Credits may be given for prior learning, where the level, standard, content, relevance and recency of that learning are appropriate to a particular programme of study.
- c) The minimum and maximum level of credit awarded may be identified for each course/programme of study at the point of validation through a particular awarding body. For other undergraduate awards the maximum specific credit should not exceed 50% of the credit required for the award on which the applicant is registered. The amount of general credit awarded may not exceed 25% of the credit for any award. **It must be noted that awarding bodies policies on APL may take precedent over the College policy.**
- d) APL can only be given for whole courses, modules or units previously studied.
- e) A student granted specific credit towards an award on the basis of prior learning cannot subsequently use that specific credit derived from that prior learning towards a further award offered at the Institution. A student is therefore not permitted to use credits for the same prior learning towards more than one award offered at the Institution.
- f) The period of time for which credit remains valid is discipline-specific. Decisions on the 'shelf-life' of credit to be awarded must be made at course level. Normally, learning related to subject specific credit should have occurred within the past five years.
- g) In relation to claims based on prior experiential learning it is the student's responsibility to prepare an application and submit adequate documentation. Guidance and counselling may be sought from the Institution. With regard to determining the qualification classification, only modules studied within the College within the named award will be used, together with any APCL graded modules at the required level in the case of internal transfers. Credit awarded in respect of APEL may not be used to determine classification. Developing a portfolio of evidence to support claims for credit.
- h) The APL process must be applied consistently in accordance with these principles and in line with the specific APL requirements of individual courses as determined at validation or within stipulated awarding body guidelines.
- i) In seeking to pursue a claim for prior experiential learning, students must provide a written account in which they contextualise and justify their previous learning against the level and amount of credit being claimed. The written account will be submitted in a portfolio and will be supported by evidence that the previous learning is specific to learning outcomes, authentic, valid, sufficient and appropriately current. The learning derived

from experience must be identified in order to be assessed. The identification of prior learning comes through systematic reflection on experience, the writing of clear statements about what was actually learned and the collection and collation of evidence to support those statements.

- j) The portfolio will be assessed by an appropriate member of academic staff, internally and externally moderated in accordance with Assessment and Moderation Policy and then submitted to the Higher Education Committee for ratification. If the claim is agreed, the student will be awarded the credit points and these will be noted on the transcript issued with notification of results.

3.0 FEES

3.1 APCL

There will be a charge of £50 for APCL/APEL. The applicant must provide the Institution with sight of original documentary evidence of prior certificated achievement as and when requested.

3.2 APEL

The applicant must enrol on the relevant module. There will be a charge equivalent to the fee for the relevant taught module for claims for the accreditation of prior experiential learning. This fee will cover the cost of any guidance towards the preparation of the portfolio and its assessment.

4.0 MONITORING AND REVIEW

The College will establish appropriate information and monitoring systems to assist the effective implementation of this policy.

The College will ensure that adequate resources are made available to promote this policy effectively and is committed to reviewing this policy on a regular basis, in consultation with the recognised trade unions, statutory organisations such as the Equality Commission for Northern Ireland and in line with models of good practice.

Signed: _____ Date _____
(Director)

Signed: _____ Date _____
(Chairman of Governing Body)



HIGHER EDUCATION

ASSESSMENT APPEALS PROCEDURE

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ASSESSMENT APPEALS PROCEDURE

1.0 INTRODUCTION

- 1.1 A Student wishing to appeal against an assessment decision can use the following procedure to resolve the matter. It is expected that before using any stage of this procedure the Student will attempt to resolve the matter at a local level by talking to the Lecturer concerned.

2.0 USE OF THE PROCEDURE

- 2.1 Students can use Stage 1 of this procedure to appeal against a Lecturers assessment of their work if the issue cannot be resolved informally.
- 2.2 Students can use Stages 1 – 3 of this procedure if they believe that assessment has not been conducted with the approved procedures.
- 2.3 Students can use Stage 3 of this procedure if the overall result of their qualification was adversely affected by illness or other factors, for which evidence exists, but which they were unable to make known, for exceptional reasons, at the time and which have therefore not already been taken into account.
- 2.4 Learners considering using this procedure should note that:
- a) An appeal cannot be admitted once the assessment under question has been through the college's standardisation, moderation or internal/external review procedures.
 - b) Appeals to Awarding Bodies may not be made until this procedure has been exhausted.
 - c) At Stage 1 of the Assessment Appeals Procedure the learner should put the appeal in writing. This should include the following information:
 - i. Full name and address, programme and year of study
 - ii. Details of the decision, which is the subject of the appeal
 - iii. The name(s) of the Lecturer(s) who made the decision
 - iv. Full details of the grounds for the appeal

Stage 1

- a) The Student should put their appeal in writing, to the Programme Administrator for their programme, within 10 working days of the event giving rise to the appeal and before any standardisation, moderation or assessment review (whichever is the earlier).
- b) The Programme Administrator will investigate the appeal. This may result in a special standardisation exercise or reassessment if it is deemed appropriate.
- c) The student will receive a written statement of the outcome within 10 working days of the receipt of the appeal.

Stage 2

- a) If Stage 1 does not produce an acceptable resolution the student should put their appeal in writing to the Head of Department for their programme within 5 working days of receiving the outcome from the Programme Administrator and inform the Programme Administrator that they have done so.
- b) The Head of Department will convene and chair an Academic Appeals Panel to review the appeal within 10 working days of receiving the appeal from the student.
- c) The Academic Appeal panel will consist of a Head of Department, a suitable Lead Assessment Reviewer and a member of the College Quality Improvement Unit.
- d) The Programme Administrator and/or the relevant Lecturer(s) will be expected to attend to give evidence.
- e) The student, who should be accompanied by a relevant other, will be invited to attend to present their case.
- f) The learner will receive the written decision of the Academic Appeals Panel, from the Head of Department, within 5 working days of the panel meeting.

Stage 3

- a) If Stage 2 does not produce an acceptable resolution, or if the procedure is being initiated at this stage as it relates to the overall result of the qualification, the student should write to Head of Quality within 5 working days of receiving the outcome of Stage 2 or from receiving their overall result and also inform the Head of Department that they have done so.
- b) The Head of Quality will ensure that the matter is considered by the Educational Committee of the College Governing body.
- c) The clerk to the relevant committee will inform the student of the outcome within 5 working days of the meeting of the committee that considered the appeal.
- d) The College will also inform the appropriate awarding body of the appeal and the college's decision.

3.0 MONITORING AND REVIEW

The College will establish appropriate information and monitoring systems to assist the effective implementation of this policy.

The College will ensure that adequate resources are made available to promote this policy effectively and is committed to reviewing this policy on a regular basis, in consultation with the recognised trade unions, statutory organisations such as the Equality Commission for Northern Ireland and in line with models of good practice.

Signed: _____ Date _____
(Director)

Signed: _____ Date _____
(Chairman of Governing Body)



HIGHER EDUCATION

ASSESSMENT POLICY

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ASSESSMENT POLICY

1.0 INTRODUCTION

1.1 The College operates an Assessment Policy which:

- e) aims to provide fair and informed assessment for its students;
- f) complies with the assessment regulations of accredited awarding bodies;
- g) provides an assessment schedule for the course within six weeks of commencement specifying hand out and hand in dates;
- h) includes a procedure for appeals against assessment.

2.0 PRINCIPLES OF ASSESSMENT

2.1 *Fulfilment of Programme Objectives*

Assessment may be formative and/or summative. Formative is designed to support and guide students in their learning, using inclusive methods, whilst summative is designed to enable students to demonstrate fulfilment of the objectives of the course of study and achievement of the required standard. The policy relates to both types of assessment but especially to summative due to its role in certification. Course teams are encouraged to integrate formative assessment within their programmes. Assessment strategies are designed to fulfil requirements of the curriculum as specified by the relevant Awarding Body.

2.2 Support is offered to students as appropriate, to enable them to reach the required standard, providing equality of access to opportunity for assessment

2.3 Special arrangements for assessment, e.g. environmental, extra time for students with learning difficulties and disabilities, etc, may be made in accordance with the awarding body procedures, where these have been notified in advance to the Examinations section. Extra support to overseas students may be provided in line with awarding body regulations.

3.0 CONFIRMATION OF STANDARD

3.1 The College requires all programmes of study to operate within the relevant Course Regulations, which specify any assessment requirements of the course. (In some cases these assessment requirements are determined and published by external assessment/examination authorities such as professional bodies and awarding bodies). **In particular all Edexcel assessment briefs must have clear pass, merit and distinction criterion for learning objectives and must be contextualised.**

3.2 Support during assessment for students with learning difficulties and/or disabilities, will be given, where appropriate, in accordance with the regulations of the awarding body. Evidence of special arrangements required should be, where appropriate, obtained through Learning Support section of Student Services.

3.3 All assessment opportunities will be conducted in accordance with the College's Equal Opportunities Policy.

4.0 ASSESSOR'S JUDGEMENT

- 4.1 Assessment must be carried out competently and impartially. The College ensures that an external assessor, examiner, moderator or verifier (who may be appointed by the awarding body) verifies the assessment of each internally assessed course. The role of the external member is to ensure that standards are maintained and that work is justly assessed.
- 4.2 Assessment entails both computation and exercise of the assessor's judgement in evaluating the standard of work and the interpretation of assessment regulations. Assessors operate under the College's quality assurance mechanisms relating to good practice; the academic judgement of the assessors cannot be contradicted.
- 4.3 Grades awarded by the College may be subsequently altered as a result of external moderation by the awarding body's examiner/verifier.

5.0 ASSESSMENT REGULATIONS

5.1 *Information for Students*

The College requires that on each programme the course regulations, including assessment requirements, be made known to students by the Programme Administrator/Course Director at an early stage in the delivery of the course. Unit/module booklet circulated to students detailing programme specification assignments, marking criteria, reading schedule. The assessment requirements should include reference to calendar for assessment, assessment criteria, and deadlines for individual assessment activities and cut-off points for submission of portfolios for assessment. It is the responsibility of the Course Team Leader to ensure that this information is made available in an appropriate way.

During the programme, tutors will monitor student progress in completing assessment and provide feedback as necessary. Student Tutorial programme will also provide students with academic support.

The programme regulations are to include information on assessment appeals and late submission.

5.2 *Responsibilities of Students/Late Submissions*

Every assignment must have a clear written indication of assessment submission dates when it is issued to students.

If, at any point, a student is not on target to complete their assessment on time, an extension/deferment period may be negotiated, agreed and recorded with the assignment tutor, subject to extenuating circumstances. This must be agreed in advance of the deadline. Where submission deadlines fall under the auspices of Awarding Bodies, these should be adhered to.

Extensions will not normally be granted beyond the date when the assessed work is due to be returned to the student group, with the exception of extenuating circumstances. Students submitting work after a deadline may be subject to penalty which may affect their overall grade for that subject (please refer to Submission Policy).

6.0 APPEALS PROCEDURE

See Academic Appeals Procedure.

7.0 ACADEMIC OFFENCES

See Plagiarism Policy.

7.1 *The following are the main types of academic offences:*

7.1.1 Cheating - This is where a student either copies from the scripts of other candidates or allows their work to be copied or, in a manner not explicitly permitted by the regulations for the examinations, brings into the examination any unauthorised materials, or impersonates in any form.

Plagiarism - is where a student copies work from another source, published or unpublished (including the work of another person), in a manner not authorised by the regulations of the assessment, and presents the copied work as if it was the student's own. Work that is not the student's own must not be excessive and must be clearly identified with the source fully acknowledged.

Fabrication - is where a student presents false or fabricated information, results or conclusions in any form of assessment, including practical work, field work, oral presentations, interviews and reports on work placements.

7.1.2 If a student is believed to have committed an academic offence; investigations will be initiated and overseen by the Head of Quality/Higher Education Co-ordinator. The resultant findings will be communicated to the student within 15 working days.

8.0 MONITORING AND REVIEW

The College will establish appropriate information and monitoring systems to assist the effective implementation of this policy.

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Signed: _____ Date _____
(Director)

Signed: _____ Date _____
(Chairman of Governing Body)



FURTHER & HIGHER **EDUCATION**

INTERNAL MODERATION

POLICY

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INTERNAL MODERATION POLICY

2.0 AIMS AND OBJECTIVES

1.1 AIMS: South West College is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students. Where appropriate course teams should adhere to other awarding body verification and moderation procedures such as Queen's University Belfast, University of Ulster, Edexcel, IATI, ILM, IAM and other appropriate awarding bodies.

1.2 OBJECTIVES:

- a) To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

2.0 RANGE AND SCOPE OF THE POLICY

2.1 The range of the policy covers all BTEC/Edexcel courses offered at South West College but may well apply to other assignment-based courses should they become a part of the curriculum in future. This should be read alongside the College's Assessment Policy and the College Policy on the Submission of Coursework but is written in recognition of the specific nature of BTEC and similar programmes.

3.0 ASSESSMENT

3.1 Internal Assessment is defined as the process where staff make judgements on evidence produced by students against required criteria for the BTEC/Edexcel qualifications. *All College devised assessment materials must be internally and/or externally verified/moderated before being issued to students.*

- a) Completed student assignments will be assessed internally, and be subject to internal verification and external moderation by the awarding body.
- b) Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.

- c) The Assessor/Lecturer is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgements of evidence is valid and reliable.
- d) Students will be given an interim deadline for each assignment. Following feedback a new deadline will be set after which the work is assessed and the outcome entered on the student study sheet. The assessment decisions are then internally verified according to the procedure outlined below. There is a further opportunity to improve assignments before the final deadline.
- e) All coursework must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked will be taken by the Course Team in accordance with the policy on Coursework.

3.2 ROLE OF THE ASSESSOR

The role of the assessor is to:

- a) Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their particular course.
- b) Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- c) Encourage students by giving detailed feedback and guidance on how to improve work.
- d) Set interim deadlines for coursework and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- e) Mark and return drafts within two weeks of submission.
- f) Adhere to the Awarding Body's specification in the assessment of student assignments.
- g) Record outcomes of assessment using appropriate documentation (see appendix). Outcomes will be held secure for three years, measured from the point of certification. Associated Internal Verifier records should also be kept, to support and verify the decisions that were made for the cohort.
- h) Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- i) Provide accurate records of internally assessed coursework marks to the Examinations Office in a timely manner via the VLE or e-mail for transfer to the awarding body.

3.3 INTERNAL VERIFICATION

- a) The Internal Verifier is at the heart of the quality assurance process. The Internal Verification role is to ensure that internally assessed work consistently meets standards verification.
- b) Each course will have an identified Internal Verifier (IV). The IV must not internally moderate their own work/units.
- c) Internal Verifiers will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- d) Provision should be made for opportunities to share 'best practice' and areas of concern between Course Teams. Typically, this will be achieved through an annual meeting of Internal Verifiers at which standards and processes are discussed to maximise consistency between courses.
- e) The role of the internal verifier (FE/HE):

The internal verifier should:

- Not verify their own work or assignments.
- Plan with the course team an annual internal verification schedule linked to assignment plans assessments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. The assignment briefs should enable students to meet the unit grading criteria.
- Complete the template (appendix 1) and make recommendations to the assessor on how to improve the quality of the brief if necessary.
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria.
- When sampling, the experience of the assessor should be taken into account when selecting the sample size.
- Ensure the sample size is sufficient to assure the accuracy of the assessment decisions for the whole group.
- Consider alternative methods of moderation/verification as required for non-written assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Maintain secure records of all work sampled as part of their verification process using a standard template.
- Where re-sampling is necessary the work should be verified again and signatures obtained.
- Make all IV evidence available to the Lead Internal Verifier/Standards Verifier/External Examiner as appropriate.

f) Role of Lead Internal Verifier for all Further Education programmes:

- A Lead Internal Verifier (LIV) is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of programmes in a Principal Subject Area (PSA) (for example, Edexcel BTEC Firsts and Nationals in Business, or Edexcel BTEC Firsts and Level 1 in Hospitality).
- An accredited Lead IV will be given accredited status for a period of three years. At the end of each academic year, the Lead IV's registration becomes inactive and will need to reconfirm continuation in the role by re-registering **via Edexcel Online in September.**

The **Lead IV** should be:

- Someone with the authority to oversee assessment outcomes.
- Directly involved in the assessment and delivery of a programme, so that they understand the units.
- Able to coordinate across assessors and other internal verifiers for a Principal Subject Area (PSA).
- Someone who ensures that there is an assessment and verification plan for the programmes which is fit for purpose and meets Awarding Body requirements.
- Someone who signs off the plan and checks that it is being followed at suitable points.
- Someone who undertakes some internal verification and as good practice it is suggested that they sample work across campus to gain an awareness and manage the possibility of any potential risks across the team.
- Someone who will ensure that records of assessment and samples of learner work are being retained for use with Standards Verification (SV) if necessary. Plan to set aside examples of work that has been verified to different levels and grades.
- Someone who will liaise with the Standards Verifier to ensure that appropriate sampling takes place, if and when sampling is required
- Each year a sample of programmes will be monitored through Standards Verification to ensure that the standards are being maintained and that the accreditation of the Lead IV can continue. Centres and programmes will be chosen for this using a risk-based approach. Some of the risk criteria that will be used to establish which Principal Subject Areas and centres are chosen, include:
 - New programmes being approved within a Principal Subject Area (PSA).
 - a significant rise in registration on a given Principal Subject Area in the previous year.
 - Where specific issues have been identified through the Awarding Body e.g. Edexcel Quality Review and Development Process.

3.4 INVESTIGATING STUDENT MISCONDUCT

There will be an investigation if student misconduct is suspected which may lead to disciplinary action.

- a) Students who attempt to gain an award by deceitful means will automatically have their result(s) suspended (held) pending a thorough investigation by a

member of the Curriculum Committee. The student will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.

- b) The outcome of the investigation will determine the appropriate course of action to be taken by the College. Malpractice is a breach of College rules and may invoke the Student Disciplinary Policy and Procedure. Any case where student malpractice is found to be substantiated will be reported to the awarding body.
- c) If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

3.5 APPEALS PROCEDURE

- a) It is the responsibility of the College as an assessment centre, to make all students aware of the appeals procedure and give them access to a copy of the procedure.
- b) The Head of Curriculum & Business Development is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process.
- c) Written records of all appeals should be maintained by the College. These should include a description of the appeal, the outcome of the appeal and the reason for that outcome. A tracking document will be used (see appendix 2) to follow the course of an appeal, allowing it to be time tracked and verified at each stage.

3.6 GROUNDS FOR APPEAL

A student/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

- a) The work is not assessed according to the set criteria or the criteria are ambiguous.
- b) The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
- c) The internal verification procedure contradicts the assessment grades awarded.
- d) There is evidence of preferential treatment towards other students/candidates.
- e) The conduct of the assessment did not conform to the published requirements of the Awarding Body
- f) Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the College was aware of prior to the submission deadline.
- g) Agreed deadlines were not observed by staff.
- h) The current Assessment Plan was not adhered to.
- i) The decision to reject coursework on the grounds of malpractice.

3.7 FORMAL APPEALS PROCEDURE

- a) If, after informal discussion with the Internal Verifier, the candidate wishes to make a formal appeal, the candidate must ask the Internal Verifier, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- b) The Head of Curriculum & Business Development with the Internal Verifier, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, the Head of Curriculum & Business Development and the Internal Verifier will set a date for the Internal Verification Appeals Panel to meet.
- c) The Internal Verification Appeals Panel will normally meet within 10 working days of the receipt of the appeal by the Internal Programme Verifier, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- d) The outcome of the appeal may be:
 - Confirmation of original decision;
 - A re-assessment by an independent assessor;
 - An opportunity to resubmit for assessment within a revised agreed timescale.

3.8 STAFF MALPRACTICE

The following are examples of malpractice by College staff. This list is not exhaustive.

- a) Failure to keep any awarding body mark schemes secure
- b) Alteration of awarding body assessment and grading criteria
- c) Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves College staff producing work for the student
- d) Producing falsified witness statements, for example for evidence the student has not generated
- e) Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/ coursework
- f) Facilitating and allowing impersonation
- g) Misusing the conditions for special student requirements
- h) Failing to keep student computer files secure
- i) Falsifying records/certificates, for example by alteration, substitution, or by fraud
- j) Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment

Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.

5.0 RESPONSIBILITY

- Responsible for Policy: Head of Curriculum & Business Development
- Responsible for implementation: Course Assessors, IVs and HODs.

4.1 It is the responsibility of Lecturers to:

- a) Provide assessment processes that are fair and meet the requirements of students and of the qualification;
- b) Provide students with a schedule of assessment;
- c) Provide accurate, timely and informative assessment feedback to inform Students of their individual progress and tell them what they need to do to improve;
- e) Record assessment decisions regularly, accurately and systematically, using agreed documentation,
- f) Comply with the College and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision;
- g) Familiarise themselves and learners with the College Assessment Appeals procedure(s);
- h) Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification;
- i) Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the College and Awarding Body.
- j) Record internal standardisation, moderation and verification decision accurately and systematically using agreed documentation,
- k) Provide special arrangements for learners with learning difficulties and or disabilities according to the regulations of the awarding body.

4.2 Internal verifiers are responsible for:

- a) Verifying assignment briefs prior to distribution to learners
- b) Verifying a sample of assessment decisions
- c) Developing the skills of Lecturer assessors, especially those new to assessment.
- d) Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors

4.3 It is the responsibility of the Examinations Office:

- a) To facilitate the IV process
- b) To meet the deadlines for registering learners with the awarding body
- c) To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners
- d) To claim learners' certificates as soon as appropriate
- e) To claim unit certification when a learner has not been able to complete the full programme of study.

4.4 It is the responsibility of the Quality & Performance Manager to:

- a) Act as Quality Nominee for the College, to act as a conduit for information from awarding bodies to course teams, and to ensure standardisation of processes and documentation across the programmes.

6.0 ACCESS TO POLICY

- a) Copies of the policy will be available via the VLE.
- b) Student induction programmes and course handbooks will highlight key aspects of this policy.
- c) Training for assessors will be given as part of staff induction if necessary.

6.0 GLOSSARY

Assessment criteria - those topics/aspects of a subject area that a marker would expect to be included in the piece of work being assessed including any apportionment of marks to the various elements of an assessment

Moderation - the checking of a sample of students' assessed work in order to confirm that the assessment and marking criteria have been applied so that relative grading is appropriate. Note that moderation is a normative rather than a criterion-referenced process and, as such, does not apply to vocational programmes such as BTEC and NVQ

Assessment - Assessment is where College staff makes judgements on the assessment evidence produced by students against the required standards for the qualification

Verification - is the process by which the College and the awarding body ensure that national standards are consistently applied to the assessment of students

Internal Verification - ensures that assessment decisions are made against specific criteria, are accurate and to the national standard

External Verifier - a person appointed by awarding bodies to monitor the work of approved centres and ensures the consistency and quality of local assessments

Moderator - one whose role is to ensure that the marker(s) has applied assessment and marking criteria equitably and appropriately

Signed: _____ Date _____
(Director)

Signed: _____ Date _____
(Chairman of Governing Body)

Appendix 1: Appendix 7: Edexcel Template for IV Assignment Briefs
INTERNAL VERIFICATION – ASSIGNMENT BRIEFS

Award			
Unit			
Assessor			
INTERNAL VERIFIER CHECKLIST		Comments	
Are accurate unit details shown?	Y/N*		
Are accurate programme details shown	Y/N*		
Are clear deadlines for assessment given?	Y/N*		
Is this assignment for whole or part of a unit?	W/P		
Are assessment criteria to be addressed listed?	Y/N*		
Does each task show which criteria are being addressed?	Y/N*		
Are these criteria actually addressed by the tasks?	Y/N*		
Is it clear what evidence the learner needs to generate?	Y/N*		
Are the activities appropriate?	Y/N*		
Is there a scenario or vocational context?	Y/N*		
Is the language and presentation appropriate?	Y/N*		
Is the timescale for the assignment appropriate?	Y/N*		
Will the conduct of the assessment be valid and reliable?	Y/N*		
Overall is the assignment fit for purpose?	Y/N*		
* If “No” is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken			
Internal Verifier			
Signature		Date	

Action required:

Action taken:

Assessor			
Signature		Date	
Internal Verifier			
Signature		Date	

Appendix 2: Edexcel Guidance on BTEC Assignment Design

Assignment design

Centres should use the programme specifications to design programmes of delivery and assessment assignments. These should give learners the opportunity to meet the whole range of grading criteria outlined in the unit grids. Assignments should be valid, reliable and fit for purpose and a variety of assessment methods is encouraged. The practical nature of many of the units suggests that activities are set in a vocational context with realistic scenarios.

Unit format

The learning outcomes give an overview of what the learner can be expected to know or do having completed the unit. The unit content outlines the knowledge/skills/understanding needed to achieve the learning outcomes and informs the design of the learning programme. When the content is introduced by an 'e.g.' – the list of topics is indicative, but when there is no 'eg', the complete list should be taught.

Assessment is criterion referenced and the grading grid reflects the learning outcomes and the unit content. Assessment of the learners' work should be against the grading criteria which state what is required to achieve Pass, Merit and Distinction criteria.

For new BTEC Firsts Sept 06 – the grading domains grid should be used in conjunction with the grading grid to clarify the qualitative nature of the Merit and Distinction criteria.

Designing assignments

The assignment brief should indicate:

- Programme level and title
- Unit title(s) covered by the assignment
- Assignment title/reference
- Date assignment is set and date of submission
- Name of assessor
- Grading criteria targeted
- Aims/scope of the assignment – including vocational context/scenario
- Tasks/activities which clearly explain what the learner has to do
- Cross reference of tasks against grading criteria
- Evidence which should be submitted
- How the evidence will be assessed

Tasks should allow the learners to produce work which meets the full range of criteria and the qualitative nature of merit and distinction criteria should be built into the tasks and clearly signalled. A range of assessment methods is encouraged – case studies, projects, work based activities, role plays, observed performance/practice, timed tests, log books/diaries etc. Students should sign a declaration that the work submitted is their own.

Grading of Higher Education assignments

Higher Education Assignments are only graded if they cover a whole unit. If a unit is divided into individual assignments, the only feedback that should be given to a learner is which of the assessment criteria they have achieved. In this case, grading has to wait until all assignments have been completed as it is only the unit that is graded.

To achieve a Pass, all the pass criteria should be met.

To achieve a Merit, all the pass criteria and all the merit criteria should be met.

To achieve a Distinction, all the pass criteria, all the merit criteria and all the distinction criteria should be met.

Appendix 3: Exemplar Task Brief

BTEC First Certificate and Diploma in Business

Unit 2: **Developing Customer Relations**

Start date:
Deadline date:
Assessor:

Assignment – Providing Customer Service

Purpose

The purpose of this assignment is to provide a framework within which the learner can:

- Understand how customer service is provided in business
- Be able to apply appropriate presentation and interpersonal skills in customer service situations
- Know how consistent and reliable customer service contributes to customer satisfaction
- Know how to monitor and evaluate customer service within an organisation

Scenario

You have applied to work as a part-time sales assistant for a local retail store and you have been invited for an interview. As part of the interview process you have been asked to prepare a short presentation about customer service and provide evidence of your customer service skills.

Task 1

1. Briefly describe the organisation you have applied to.
2. In your presentation
 - a) Provide a definition of customer service.
 - b) Describe the needs and expectations for **three** different types of customer (these must include both internal and external customers).

This provides evidence for P1

Task 2

You need to provide evidence of your communication and interpersonal skills in customer service interactions. This can be through evidence from work experience supported with witness testimonial or through observations completed by your tutor of simulated activities.

Select **three** customer service situations and produce records and personal statements which demonstrate you can effectively apply:

- a) Presentation skills
- b) Interpersonal skills
- c) Communication skills

This provides evidence for P2

Task 3

a) Building on your evidence, produce records and personal statements for **three** customer service situations, demonstrating how you display a confident approach when delivering customer service.

This provides evidence for

M1

b) You need to provide examples of the factors which contribute to customer satisfaction. Write an account describing how consistent and reliable customer service and the application of codes of practice contribute to customer satisfaction.

This provides evidence for P3

c) To consolidate your knowledge and understanding of the interpersonal, presentation and communication skills required for customer service, and giving examples to support your findings, explain the importance of these skills when providing customer service.

This provides evidence for M2

Task 4

The final part of your preparation for interview will involve producing records demonstrating a confident level of customer service skills and good product/service knowledge.

a) Produce records and a written explanation covering a range of customer service situations which demonstrate you can anticipate and meet the needs of three different types of customer

This provides evidence for D1

Task 5

Your interview was successful, and you now work as a part-time sales assistant for a local retail store. As well as providing customer service, you have been gathering data for evaluating the customer service provided. Your manager has asked for feedback on this.

Prepare a summary which describes different methods of:

- a) Monitoring customer service
- b) Evaluating customer service

This provides evidence for

P4

Task 6

Using the information from Task 5, explain how the organisation can use monitoring and evaluation to improve customer service for:

- a) The customer
- b) The organisation
- c) The employee

This provides evidence for M3

Task 7

Analysing your findings from Task 4, provide examples of how effective customer service benefits the customer, the organisation, and the employee.

This provides evidence for D2

- Your work should be handed in by (insert date)
- Assessment feedback will be provided by (insert date)

Appendix 4: Exemplar Front Sheet

Exemplar Assignment – Front Sheet

This front sheet must be completed by the student and included with the work submitted for assessment.

Learner Name

Assessor Name

Date Issued

Completion Date

Submitted on

Qualification: **BTEC First in Business**

Unit 2: **Developing Customer Relations**

Assessment Title – Providing Customer Service

In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Page numbers
P1	Describe three different types of customers and their needs and expectations.	1	
P2	Demonstrate presentation and interpersonal skills in three different customer service situations.	2a,b,c	
P3	Describe how consistent and reliable customer service contributes to customer satisfaction.	3a	
P4	Describe how customer service can be monitored and evaluated.	5a,b	
M1	Display a confident approach when delivering customer service to customers.	3a	
M2	Explain why presentation, interpersonal and communication skills are important to customer service.	3c	
M3	Explain how monitoring and evaluating can improve customer service for the customer, the organisation and the employee.	6a,b,c	
D1	Anticipate and meet the needs of at least three different customers in a range of situations.	4a	
D2	Analyse, using examples, how effective customer service benefits the customer, the organisation and the employee.	7	

Student Declaration

I certify that the work submitted for this assignment is my own

Student signature:

Date:

Appendix 5: Feedback Sheet

Unit 2: Developing Customer Relations; Assignment 1 – Providing Customer Service

Learner Name:

Date:

Grading criteria	Evidence required	Achieved Y/N	Assessor feedback (including action where necessary)
P1	Describe three different types of customers and their needs and expectations.		
P2	Demonstrate presentation and interpersonal skills in three different customer service situations.		
P3	Describe how consistent and reliable customer service contributes to customer satisfaction.		
P4	Describe how customer service can be monitored and evaluated.		
M1	Display a confident approach when delivering customer service to customers.		
M2	Explain why presentation, interpersonal and communication skills are important to customer service.		
M3	Explain how monitoring and evaluating can improve customer service for the customer, the organisation and the employee.		
D1	Anticipate and meet the needs of at least three different customers in a range of situations.		
D2	Analyse, using different examples, how effective customer service benefits the customer, the organisation and the employee.		

Unit Grade:

Assessor:

Date:

IV:

Date:

Appendix 6: Tracking

Programme area will keep tracking spreadsheets. Exemplars are given below

Unit tracking

Unit name:	Date Achieved											Unit Grade	
	P1	P2	P3	P4	P5	M1	M2	M3	D1	D2	D3		
Student's Name													

These grades should be linked so that the unit sheet automatically updates the whole programme sheet

Whole Programme

Student's Name	Unit Grade												Unit Scores												Overall Grade	
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12		

Appendix 7: Edexcel Template for IV Assessment Decisions

INTERNAL VERIFICATION – ASSESSMENT DECISIONS

Award		Assessor	
Unit(s)			
Assignment title:			
Learner's name:			
Which criteria has the assessor awarded?	Pass	Merit	Distinction
Do the criteria awarded match those targeted by the assignment brief?	Y/N* Details		
Has the work been assessed accurately?	Y/N* Details		
Is the feedback to the learner: <ul style="list-style-type: none"> • Constructive ? • Linked to relevant grading criteria ? Does the feedback: <ul style="list-style-type: none"> • Identify opportunities for improved performance ? • Agree actions ? 	Y/N* Details		
Does the grading decision need amending?	Y/N* Details		
Remedial action taken:			
Internal Verifier name			
Internal Verifier signature		Date	
Confirm Action completed			
Assessor signature			
Internal Verifier signature			

Appendix 8

OBSERVATION RECORD

Student Name:

Course:

**Unit Number &
title:**

**Description of
activity undertaken**

Assessment criteria

**How the activity
meets the
requirements of the
grading criteria**

Learner

Signature:

Date:

Assessor

Signature:

Date:

Assessor Name:

Appendix 9

Witness Statement

Learner name:

Qualification:

Unit number & title:

Description of activity undertaken (please be as specific as possible)

Assessment criteria (to which the activity provides evidence)

How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place

Witness name: Job role:

Witness signature: Date:

Student name:

Student signature & date:

Assessor name:

Assessor signature & date:

Appendix 10: BTEC ASSESSMENT APPEALS TRACKING FORM

Name of appellant:

Course Name:

Unit:

(Assignment)

Assessment Result:

**Date of assessment
result:**

Name of assessor:

Date of appeal:

**Summary of grounds for
appeal:**

(Attach copy of letter)

**Action/dates & outcome
of informal attempts to
resolve:**

**Comment/signature/date
of appellant:**

Date of Appeals Panel:

**Membership of Appeals
Panel:**

Outcome of Panel:

**Reassessment: Name of
assessor and date of
reassessment:**

**Outcome of
reassessment:**

**Date of final decision of
panel:**

**Date of letter to student:
(copy s/be attached)**

**Comment/signature/date
of appellant:**

Appendix 11: Definitions of the common operative verbs used in BTEC grading criteria

Pass verbs

- **Describe** – give a clear description that includes all the relevant features - think of it as 'painting a picture with words'
- **Define** – clearly explain what a particular term means and give an example, if appropriate, to show what you mean
- **Design** – create a plan, proposal or outline to illustrate a straightforward concept or idea
- **Explain** – set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'
- **Identify** – point out or choose the right one or give a list of the main features
- **Illustrate** – include examples or a diagram to show what you mean
- **Interpret** – define or explain the meaning of something
- **List** - provide the information in a list, rather than in continuous writing
- **Outline** - write a clear description but not a detailed one
- **Plan** – work out and plan how you would carry out a task or activity
- **State** – write a clear and full account
- **Summarise** – write down or articulate briefly the main points or essential features

Merit verbs

- **Analyse** – identify separate factors, say how they are related and how each one contributes to the topic
- **Assess** – give careful consideration to all the factors or events that apply and identify which are the most important or relevant
- **Compare/contrast** – identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages
- **Demonstrate** – provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills
- **Design** – create a plan, proposal or outline to illustrate a relatively complex concept or idea
- **Explain in detail** – provide details and give reasons and/or evidence to clearly support the argument you are making
- **How/Why justify** – give reasons or evidence to support your opinion or view to show how you arrived at these conclusions

Distinction verbs

- **Appraise** – consider the positive and negative points and give a reasoned judgement
- **Assess** – make a judgement on the importance of something – similar to evaluate
- **Comment critically** – give your view after you have considered all the evidence. In particular decide the importance of all the relevant positive and negative aspects
- **Criticise** – review a topic or issue objectively and weigh up both positive and negative points before making a decision
- **Draw conclusions** – use the evidence you have provided to reach a reasoned judgement
- **Evaluate** – review the information then bring it together to form a conclusion. Give evidence for each of your views or statements
- **Evaluate critically** - decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead



HIGHER EDUCATION

PLAGIARISM POLICY

If requested, the College will make the policy available by means of alternative formats including large print, Braille, audio cassette and computer disc. The policy can also be downloaded from the College intranet and made available in alternative languages as required.

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PLAGIARISM POLICY

1.0 POLICY STATEMENT

In all assessed work students should take care to ensure the work presented is their own and fully acknowledge the work and opinions of others through proper referencing and citation. It is also the responsibility of the students to ensure that they do not undertake any form of cheating or other form of unfair advantage.

2.0 SCOPE

This policy and procedure applies to all forms of assessment, internal and external. Where Higher Education Institution and or awarding bodies have their own published procedures these may take precedence over the college policy.

3.0 LEGISLATION

The Human Rights Act 1998 applies to the operation of this policy.

4.0 RESPONSIBILITIES

4.1 All staff has a responsibility to give full and active support for the policy by ensuring:

- a) The policy is known, understood and implemented.
- b) All students on all programmes on all levels must be made fully aware by college staff of how to reference properly material and learning sources used and researched by students.

5.0 ACTIONS TO IMPLEMENT AND DEVELOP POLICY

5.1 It is appreciated, that the circumstances of individual irregularities and frauds will vary, but it is important that all are vigorously and promptly investigated and that appropriate remedial action is taken. It is an academic offence for a student to act in a manner whereby he/she gains or attempts to gain an unfair advantage. Such acts will be dealt with in accordance with the procedure set out in this policy. Such acts shall be dealt with in accordance with the College disciplinary procedures.

5.2 To authenticate that the work submitted for assessment has been carried out by the student, "Turnitin" software will be used. Students will be required to submit both hard and electronic copies to their designated lecturer.

5.3 The determination of whether cheating, plagiarism or other forms of unfair advantage (referred to in this document as academic irregularities) has occurred is not a matter for the Examination Board (internal or external) but will be dealt by Course Team/Committee. Where the course is validated by a Higher Education Institution their policy and procedure on plagiarism will take precedence.

5.4 The facts must be established initially by the lecturer and subsequently any sanction can be applied which may effect the students overall performance.

5.5 An allegation of cheating, plagiarism or other unfair advantage is not the same as proof of the incident.

- 5.6 Once the facts have been established, it is then for the lecturer, course team, course committee to judge the seriousness of the case and to exercise discretion accordingly, having regard to institutional precedent where appropriate.

Definitions and Examples

There are different forms of “academic irregularity” all of which may be the subject of the procedures described below. However, it is not possible to state categorically that, in all cases, every perceived academic irregularity will be proved once that matter is investigated (e.g. the copying of a design or a work of art may not in all instances amount to plagiarism – see below, Section 5.7). Each case will have to be considered on its merits and on the basis of the strength of evidence. The following sections are different types of academic irregularity.

5.7 Cheating

Cheating includes:

- 5.7.1 Communicating with or copying from any other student during an examination except in so far as the examination regulations may specifically permit this e.g. group assessments.
- 5.7.2 Communicating during an examination with any person other than a properly authorised Invigilator or another authorised member of staff.
- 5.7.3 Introducing any written or printed materials into the examination room, unless expressly permitted by the examination or programme regulations.
- 5.7.4 Introducing any electronically stored information into the examination room, unless expressly permitted by the examination or programme regulations.
- 5.7.5 Gaining access to an unauthorised material relating to an examination during or before the examination.
- 5.7.6 Obtaining a copy of an “unseen” written examination paper in advance of the date and time for its authorised release.
- 5.7.7 In any other way, the provision, or assistance in the provision, of false evidence or knowledge of understanding in examinations.

5.8 Plagiarism

- 5.8.1 Plagiarism is defined as the presentation of work by others as the writer’s own without appropriate acknowledgement. Examples of plagiarism are:
- a) The inclusion in a student’s work of more than a single phrase from another person’s work without the use of quotation marks and Acknowledgement of the sources.
 - b) The summarising of another person’s work by simply changing a few words or altering the order of presentation, without acknowledgement.
 - c) The substantial and unauthorised use of the ideas of another person without acknowledgement of the source.
 - d) Copying the work of another candidate, with or without that candidate’s knowledge or agreement.

5.9 Collusion

5.9.1 Collusion exists where a candidate:

- a) Submits as entirely his/her own, with intention to gain unfair advantage, work done in collaboration with another person.
- b) Collaborates with another student in the completion of work which is intended to be submitted as that other candidate's own unaided work.
- c) Knowingly permits another student to copy all or part of his/her own work and to submit it as that candidate's own unaided work.

5.10 Falsifying Data

The presentation of data in laboratory reports, projects etc. based on experimental work falsely purported to have been carried out by the student, or obtained by unfair means.

5.11 Personation

5.11.1 "Personation" is the legal term of what is usually referred to by the lay person as "impersonation". Personation is thus the assumption by one person of the identity of another person with intent to deceive or to gain unfair advantage. It may exist where:

- a) One person assumes the identity of a candidate, with the intention of gaining unfair advantage for that candidate.
- b) The candidate is knowingly and willingly impersonated by another with the intention of gaining unfair advantage for himself/herself.

5.12 Ghosting

Ghosting exists where:

- a) A student submits as their own work which has been produced in whole or part by another person on their behalf e.g. the use of a ghost writing service i.e. buying assignments off the internet.
- b) A student seeks to make financial gain or other material gain by using work, which they have written or produced, available to another student.

5.13 Dishonest Practice

The use of any other form of dishonest practice not identified by the above definitions.

6.0 PROCEDURES USED TO DEAL WITH THE ABOVE

6.1 Initial Procedure for Course Assessment.

6.1.1 When an academic irregularity is suspected, the member(s) of academic staff concerned should first discuss the matter informally with the student(s). The student will be given the opportunity to present his/her case.

6.1.2 If the student(s) concerned admits to the academic irregularity, then the member(s) of academic staff concerned shall report the matter and the

outcome to the Course Team within two working days, for the Course Team to determine the action to be taken, in accordance with paragraph 6.3 below.

6.1.3 In cases where the student admits misconduct the student should be required to sign a letter to that effect. The student should also be given the opportunity to declare academic misconduct in other work that they have submitted. This statement will be held on file for the duration of the student's course.

6.1.4 If this informal meeting does not resolve the matter the member(s) of staff concerned should then, within three days or as soon as reasonably practicable following the discovery or allegation, report the matter in writing to the Course Co-ordinator, Programme Administrator, Course Director. The report should contain full details about the circumstances surrounding the alleged irregularity including, if appropriate, photocopies of the student's work.

6.2 Initial Procedure for Examinations.

6.2.1 Where an academic irregularity is suspected in an examination, the Invigilator concerned will inform the Exams Office, and in the presence of that colleague will inform the student of his/her suspicions and clearly annotate the student's script. The student will also be advised by the Invigilators that a full report will be submitted following the examination.

6.2.2 The Invigilators will seek to confiscate any relevant evidence (for example, any unauthorised material) and allow the candidate to continue with the examination. However, if the candidate persists with the irregularity he/she will be expelled from the room. The candidate will also be expelled from the room if he/she refuses to submit any suspected material to the Invigilators.

6.2.3 Immediately following the examination, the Invigilator will submit a full report of the matter to the Exams Office. This form will be returned to the Exams Office who will then provide copies to both the Quality Performance Unit and Course Co-ordinators/Programme Administrator/Course Director along with any supporting evidence.

6.2.4 If the student(s) concerned admits to the academic irregularity at the point of being challenged by the Invigilators, then the Invigilator's report will go to the Course Team, within two working days, for the Course Team to determine the action to be taken, in accordance with paragraph 6.2 below.

6.2.5 If a student considers other student/students to be gaining unfair advantage during an examination, it is the responsibility of the student to bring this to the attention of the Invigilator. However, no action can be taken unless the infringement of rules on behalf of the student/students is subsequently verified by the Invigilator.

6.3 Action by Academic Investigating Panel

6.3.1 Where an allegation of an academic irregularity has been made in accordance with paragraph 6.1 or 6.2 and not resolved through the defined informal procedures, the matter will be investigated as soon as reasonably practicable following the discovery or allegation of the irregularity by an Academic Investigating Panel to be convened

comprising of at least three people, of which two will be members of academic staff external to the Faculty concerned and nominated by the Director.

6.3.2 The Examinations and Achievements Manager should notify the members of the Panel and the student(s) concerned, within three working days* of the receipt of the report, of the date, time and place of the meeting of the Panel.

*Note: If an alleged irregularity comes to light during a set of examinations, and the candidate still has some examinations to sit, this timescale shall be extended to three working days after the end of that particular set of examinations.

6.3.3 The student(s) should be provided by the Panel with full details of the alleged irregularity and informed of his/her right to appear before the Panel, accompanied by a friend or representative of his/her choice and to submit a written statement of mitigation concerning the alleged irregularity. Failure by the student(s) to appear before the Panel or to submit a statement will not prevent the investigation proceeding.

6.3.4 The Panel may call witnesses, as appropriate, to substantiate the allegations, and will not unreasonably refuse permission for the staff or student(s) concerned to call such witnesses as they deem appropriate.

6.3.5 The Panel will interview the student(s), staff, and witnesses as appropriate, consider the student's written statement, and come to a decision on the basis of the student's statement and the supporting evidence. The student will withdraw while the Panel deliberates.

6.3.6 The order of proceedings is as follows:

- (i) Statement of the case against the student(s) and production of evidence in support of it.
- (ii) Statement of the case for the student(s) and production of evidence in support of it.
- (iii) Reply to the case of the student(s) provided that, except by leave of the Panel, a reply will not be allowed where the student has produced no evidence other than his/her own.

6.3.7 Evidence may be received by the Panel by oral statement, written and signed statement, or statutory declaration.

6.3.8 Each member of the Panel has equal status save that, in the event of a disagreement about the decision, the decision shall be made by a majority of those present.

6.3.9 If the student(s) has attended, he/she will be informed of the Panel's decision at the conclusion of the meeting. The Panel will report the outcome in writing to the student within two working days of the Panel's decision. The student(s) has no right of appeal at this stage (but see below, paragraph 7).

6.4 Action by Examination Board

6.4.1 If an Academic Investigating Panel is satisfied that there has been no academic irregularity the Examination Board will consider the candidate's case in the usual way, and will disregard the original allegations of irregularity.

6.4.2 If an Academic Investigating Panel is satisfied that there has been an academic irregularity, or if the student admits (under paragraphs 6.1 or 6.2) that an academic irregularity has taken place, the Examination Board will take all the factors reported and evidence submitted into account in its consideration of the candidate's case and decide on action to be taken appropriate to the gravity of the case. This includes the power to fail the candidate for all or part of the assessment in respect of which an academic irregularity has been found to have occurred, and to determine whether the candidate should be permitted to continue on the course with or without reassessment, or whether the candidate is not permitted to continue on the course.

6.4.3 It is the Examination Board's responsibility to decide the results of a unit affected by the academic irregularity applying relevant action (see 6.3.3), and, for courses run in partnership with a University, for the Progression and Awards Board to determine whether the candidate can continue on the course in the light of the overall performance, and in the light of any recommendations from the Examination Board.

6.4.4 Members of the Examination Boards who have been involved with the investigation of the academic irregularity are not permitted to be present during discussion of the matter by the Board.

6.4.5 Where the academic irregularity concerned is one of plagiarism, the Examination Board may have regard to the following guidelines in arriving at a decision on what action is appropriate (under paragraph 6.4.2 above):

- Degrees of Plagiarism % of Assessment Copied
- Nature of Passage Effect
- Total derivative >70% All arguments zero mark
- Heavily derivative 21% - 70% Key arguments deduct 30%
- Derivative 10% - 20% Major arguments deduct 20%
- Derivative Passages >10% Minor arguments deduct 10%

NB: These are only guidelines and are not mandatory; if used, they may need to be adapted, for example, to suit the marking scheme used for the assessment in question (e.g. by deducting a number of marks rather than a percentage).

6.4.6 If a candidate is deemed by the Examination Board to have failed part of an assessment, because of a finding of an academic irregularity, then the Progression and Awards Board cannot compensate the failure.

6.4.7 Where an alleged academic irregularity comes to light after the Examination Board has met to consider a candidate's assessment the procedure set out above in 6.2 will be followed and reconvened Examination Boards will meet as soon as practicable following the receipt by the Course Co-ordinator of a report from the Academic Investigating Panel. If the outcome of the reconvened Examination Board affects the student's final result, the Course Co-ordinator will inform the

student(s) in writing of the reasons for the varied result and of his/her right of appeal (see paragraph 7 below).

6.4.8 In all cases where an Examination Board has had to consider an academic irregularity in respect of a student's assessment, the Secretary of the Examination Board should report the decision of the Board to the Director in writing, within five working days of the meeting of the Examination Board in question.

7. STUDENTS' RIGHT OF APPEAL

The student has a right of appeal against the decision of the Examination Board in accordance with the appeals procedures (as set out in the College Appeals Policy for internal assessment).

8. MONITORING AND EVALUATION

The Academic Standards & Policy Committee will monitor the operation of the policy by:

- a) Receiving termly reports on appeals received and their outcomes.

9. RELATED POLICIES

- Assessment Policy
- Late submission of course work Policy
- Conduct for internally set examinations Policy

10. MONITORING AND REVIEW

The College will establish appropriate information and monitoring systems to assist the effective implementation of this policy.

The College will ensure that adequate resources are made available to promote this policy effectively and is committed to reviewing this policy on a regular basis, in consultation with the recognised trade unions, statutory organisations such as the Equality Commission for Northern Ireland and in line with models of good practice.

Signed: _____ Date _____
(Director)

Signed: _____ Date _____
(Chairman of Governing Body)

FRAUD RESPONSE PLAN

1. DEFINITION OF FRAUD

Fraud is the term used to describe various offences under the Theft Acts such as deception, bribery, forgery, extortion, corruption, theft, embezzlement, misappropriation, false representation, concealment, alteration or destruction of material facts and misuse of College facilities or College property.

2. PURPOSE

The purpose of this plan is to set out the Colleges response in the event of a fraud or suspected fraud.

3. INITIATING ACTION

All actual or suspected incidents should be reported without delay to the Director. The Director should within 24 hours, decide on the initial response and assign a member of the Senior Management Team or if appropriate a member of the Governing Body of the College to investigate. The Director shall also decide on the action to be taken. This will normally be an investigation. In particular circumstances it may also be considered appropriate to involve the College's internal audit function in either an advisory or investigatory role. The assigned investigator should undertake an initial investigation to ascertain the facts. This discreet investigation should be carried out as soon as practically possible.

4. PREVENTION OF FURTHER LOSS

Where initial investigation provides reasonable grounds for suspecting a member or members of staff of fraud the assigned investigator must decide how to prevent further loss.

This may require the suspension, with or without pay, of the suspects. It may be necessary to plan the timing of suspension to prevent suspects from destroying or removing evidence that may be needed to support disciplinary or criminal action. In such circumstances, the suspects should be approached unannounced. They should be supervised at all times before leaving the College's premises. They should be allowed to collect personal property under supervision, but should not be able to remove any property belonging to the College. Any security passes and keys to premises, offices and furniture should be returned. During such a suspension, physical access to the College should be denied by the most appropriate means and access privileges to the College's computer systems should be withdrawn without delay.

The assigned investigator should liaise with the College's internal audit function to decide whether it is necessary to investigate systems other than that which has given rise to suspicion, through which the suspect may have had the opportunities to misappropriate College assets.

5. ESTABLISHING AND SECURING EVIDENCE

A major objective in any fraud investigation will be the punishment of the perpetrators, to act as a deterrent to other personnel. The College will follow

disciplinary procedures against any member of staff who has committed fraud. The College will normally pursue the prosecution of any such individual.

The Head of Corporate Services in the College will:

- maintain familiarity with the College's disciplinary procedures, to ensure that evidence requirements will be met during any fraud investigation;
- establish and maintain contact with the police where appropriate;
- establish whether there is a need for staff to be trained in the evidence rules for interviews under the Police and Criminal Evidence Act;
- ensure that staff involved in fraud investigations are familiar with and follow rules on the admissibility of documentary and other criminal evidence proceedings.

Following the initial investigation and subsequent action, the assigned investigator shall carry out a detailed special investigation to facilitate further action. In the course of this special investigation, the assigned investigator should gather detailed evidence, including documentation statements from relevant persons and physical evidence.

6. NOTIFYING THE DEPARTMENT FOR EMPLOYMENT AND LEARNING

The circumstances in which the College must inform the Department for Employment and Learning (DEL) about actual or suspected frauds are detailed in the Audit Code of Practice. The Director is responsible for informing the Department of any such incident.

7. REPORTING TO THE GOVERNING BODY

Any incident matching in the DEL Audit Code of Practice shall be reported by the Director to the chairs of both the Governing Body and the Audit Committee. Any variation from the approved fraud response plan, together with reasons for the variation, shall be reported promptly to the chairs of both the Governing Body and the Audit Committee.

On completion of the detailed special investigation, a written report normally prepared by the assigned investigator shall be submitted to the Audit Committee containing:

- a description of the incident including the value of any loss, the people involved and the means of perpetrating the fraud;
- the measures taken to prevent a recurrence;
- any action needed to strengthen future responses to fraud, with a follow up report on whether or not the actions have been taken.

Subsequently, the assigned investigator shall provide a confidential report to the chair of the Governing Body, the chair of the Audit Committee, the Director, the internal audit manager and to the external audit partner at least quarterly unless report recipients request a lesser frequency. The scope of the report shall include:

- quantification of losses;
- progress with recovery actions;
- progress with disciplinary action;
- progress with criminal action;

- implementation of actions to prevent and detect similar incidents.

8. RECOVERY OF LOSSES

Recovering losses is a major objective of any fraud investigation. The Head of Corporate Services in the College shall ensure that in all fraud investigations, the amount of any loss will be qualified. Repayment of losses should be sought in all cases.

Where the loss is substantial, legal advice should be obtained without delay about prospects for recovering losses through the civil court, where the perpetrator refuses repayment. The College would normally expect to recover costs in addition to losses.

Recovery or restitution losses should not affect the College's right or obligation under this policy to pursue prosecution of any individual who has perpetrated a fraud against the College.

9. POST EVENT ACTION

Where a fraud has occurred, management must make any necessary changes to systems and procedures to ensure that similar fraud will not recur. The College's Internal Audit function should be consulted in order to offer advice and assistance on matters relating to internal control, if considered appropriate. Internal Audit may also be involved in monitoring and reviewing system amendments.



HIGHER & FURTHER EDUCATION

SUBMISSION OF COURSE WORK POLICY

If requested, the College will make the policy available by means of alternative formats including large print, Braille, audio cassette and computer disc. The policy can also be downloaded from the College intranet and made available in alternative languages as required.

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Updated: June 2011

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SUBMISSION OF COURSE WORK POLICY

1.0 POLICY STATEMENT

Students are encouraged to submit all assignment work on or before the date Specified by the lecturer when the assignment is set. This date will be clearly shown on the assignment cover sheet. All submission dates will also be clearly indicated within the module handbook. Students who fail to submit their work on time will be penalised for late submission to ensure strict adherence with the policy. To authenticate that the work submitted for assessment has been carried out by the student, "Turnitin" software will be used. Students will be required to submit both a hard copy and an electronic copy to the designated lecturer.

2.0 SCOPE

This policy and procedure applies to all Higher Education programmes across South West College. It applies to Edexcel First Diploma, Certificate, National Award, BTEC National, HNC and HND where the submission deadline for coursework clearly relates to the grading criteria (pass, merit and distinction). Exception from this will only apply where no grading criteria has been identified. In addition other Higher Education programmes adhere to the submission of coursework regulations set by the relevant University/Awarding Bodies. The regulation relating to the submission of work by other Higher Education Institutions such as Queen's University Belfast, University of Ulster, Stranmillis will take precedence over this College policy.

3.0 LEGISLATION

The Human Rights Act 1998 applies to the operation of this policy.

4.0 RESPONSIBILITIES

All staff have a responsibility to give full and active support for the policy by ensuring:

- The policy is known, understood by all students and implemented appropriately.

5.0 ACTIONS TO IMPLEMENT AND DEVELOP POLICY

- 5.1 If a student is aware that she/he may need extra time, whenever possible, this **MUST BE RAISED** with the lecturer concerned **BEFORE** the assignment submission time. This can be done by telephone, fax, letter, in person, e-mail or completing an **Extenuating Circumstances Form** (EC1 see appendix 1) if necessary. The lecturer will consider the reasons given and then decide whether to accept the late work or decline it. If the reasons are accepted by the lecturer, a new submission time will be agreed between the tutor and the student. Failure to hand in before this new time will incur the penalties outlined below. If the reasons are declined by the lecturer, the original submission date stands and the student must submit the work within the original timescale. The penalties that will be enforced for late submission thereafter will include a 5% reduction of marks for each late day or a student may only attain a pass grade or below.

Contact with a lecturer **AFTER** the assignment submission date will not be considered and a nil mark will be given unless covered by **Evidence of Extenuating Circumstances outlined below.**

5.2 EXTENUATING CIRCUMSTANCES

If a student considers they have good reason for not being able to submit their work on time and is unable to contact the lecturer before the submission date, they must provide evidence (e.g. authorised medical certificate or other valid documentation) together with a covering letter explaining the circumstances why the lecturer could not be initially contacted by the student or reasons for no submission of work. This must be done within 3 days after the submission date. Students must complete a College EC1 form see Appendix 1.

The lecturer/course committee will then consider the evidence and decide whether to accept the work or decline it. If the reasons are accepted by the lecturer/course committee, a new submission time will be given to the student. Failure to hand in after this new deadline will incur the penalties outlined above. If the reasons are declined by the lecturer/course committee, the original submission time will stand and the student can still submit the work subject to the penalties outlined above.

Reasons for declining Extenuating Circumstances must be given in writing by the lecturer/course committee.

5.3 If a student is dissatisfied with any part of the submission policy, they should follow the College Appeals Policy.

6.0 MONITORING & EVALUATION

The Quality and Performance Unit will monitor the operation of the policy in conjunction with the Higher Education Academic Forum by:

- Receiving termly reports on appeals received and their outcomes.

7.0 RELATED POLICIES

- Assessment Policy
- Plagiarism Policy
- Internal Assessment Appeals Policy

8.0 MONITORING AND REVIEW

The College will establish appropriate information and monitoring systems to assist the effective implementation of this policy.

The College will ensure that adequate resources are made available to promote this policy effectively and is committed to reviewing this policy on a regular basis, in consultation with the recognised trade unions, statutory organisations such as the Equality Commission for Northern Ireland and in line with models of good practice.

Signed: _____ Date _____
(Director)

Signed: _____ Date _____
(Chairman of Governing Body)

Appendix 1: EC1 Form

SECTION A: TO BE COMPLETED BY STUDENT

1 PERSONAL AND COURSE INFORMATION

Name (in full)..... **Registration No**

Course Code **Course Title**

Year of Study **Course/Subject Director**

Campus **College Email Address**

2 MODULE INFORMATION

Please provide the information below for each module affected by extenuating circumstances. You should read the following notes carefully before completing this section:

Type and Date of Assessment

- i) The following codes only should be used to indicate Type of Assessment: CT – class test, ES – essay, EX – examination, PR – project, PT – presentation, O – other.
- ii) A separate entry should be provided for each type of assessment listed.
- iii) The date entered should be the date of the examination or class test, or submission deadline for coursework.

Type of Circumstance

The following codes only should be used to indicate Type of Circumstance: N – Non-attendance at examination or non-submission of coursework. P – Performance affected by extenuating circumstances.

Module Code/ CRN Number	Module Title	Type and Date of Assessment (using above codes)		Type of Circumstance (using above codes)	Module Co-ordinator
		Type	Date		

3 DETAILS OF EXTENUATING CIRCUMSTANCES

i) **Nature of Difficulty:** Illness Other Personal Circumstance
(Please tick as appropriate)

ii) **Date(s) on which you were affected**

iii) **Absence from Study**
(Please indicate as appropriate)

• Were you absent from the College for more than three working days as a result of your extenuating circumstances? YES/NO

• If 'YES' is a completed Notification of Absence Form attached? YES/NO

iv) **Supporting Evidence**
(Please indicate as appropriate)

• Do you have medical certificate(s) or other supporting evidence? YES/NO

• If affected by flu do you have a supporting statement on the approved proforma (relevant in a flu pandemic situation only)? YES/NO

• *If 'YES' is the evidence attached? YES/NO
If you do not have objective evidence you should explain below the nature of your difficulties. (You may continue on a separate sheet if necessary).

4 EFFECT OF EXTENUATING CIRCUMSTANCES

i) Please explain the effect of the extenuating circumstances on performance in the assessments listed in section 2. (You may continue on a separate sheet if necessary).

ii) Please state what your preferred outcome would be (e.g. specify the length of extension requested for coursework).

I confirm that to the best of my knowledge the information given on this form is a true and accurate statement of my personal circumstances.

Student Signature **Date**

SECTION B: TO BE COMPLETED BY COURSE/SUBJECT DIRECTOR

Please complete the details below in relation to the evidence presented.

Module Code / CRN Number	Consideration of Evidence (Tick as appropriate)		Recommendation
	Upheld	Rejected	

Comments:

NAME OF COURSE/SUBJECT DIRECTOR:

SIGNATURE **DATE**



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